DOCUMENT RESUME

ED 331 996 CE 057 919

AUTHOR	Albright, Leonard; Cobb, R. Brian
TITLE	Assessment of Students with Handicaps in Vocational Education: A Curriculum-Based Approach 1, 2. Trainer's Manual.
INSTITUTION	American Vocational Association, Alexandria, VA.
SPONS AGENCY	Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE	88
CONTRACT	G008630057
NOTE	244p.
AVAILABLE FROM	American Vocational Association, 1410 King Street, Alexandria, VA 22314 (seven-module package: $45.00 members, $49.00 nonmembers; trainer's manual: $19.95 members, $21.95 nonmembers; individual modules: $10.95 members, $11.95 nonmembers).
PUB TYPE	Guides - Classroom Use - Instructional Materials (For Learner) (051) -- Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Academic Achievement; Ancillary School Services; Behavioral Objectives; *Disabilities; *Education Work Relationship; Evaluation Methods; Individualized Education Programs; Inservice Teacher Education; Instructional Materials; Learning Modules; Mainstreaming; Preservice Teacher Education; Program Effectiveness; Program Evaluation; Secondary Education; Staff Development; Student Evaluation; *Student Placement; *Vocational Education; *Vocational Evaluation
IDENTIFIERS	*Curriculum Based Assessment

ABSTRACT

This training system consists of a trainer's manual and a series of seven training modules on the use of curriculum-based assessment procedures for students with handicaps in vocational education programs. The preservice or inservice training system is designed for individuals who are responsible for providing instruction and special services to persons with disabilities in regular vocational education settings. The trainer's manual uses a question-and-answer format to discuss organization and use of the training system. A reference section contains a variety of materials for trainer use in supplementing the content of the modules, including abstracts of each module; concepts and terms in educational assessment; module discussion questions; module assignments for inservice training; preservice course syllabus; and preservice assignments. A 51-item bibliography concludes this document. The modules focus on the various assessment stages and purposes that dictate the type of assessment activity to conduct, when it should be done, and by whom. Each module consists of some or all of these components: goals and competencies; introduction; strategies or procedures; summary; list of references; and example documents. Topics are: (1) establishing a curriculum-based vocational assessment (CBVA) process; (2) understanding CBVA--purposes and characteristics; (3) placing students in vocational education programs; (4) planning a student's vocational education program; (5) monitoring student progress; (6) planning transitional services; and (7) evaluating the CBVA process. (YLB)

ED331996
American Vocational Association

ASSESSMENT OF STUDENTS WITH HANDICAPS IN VOCATIONAL EDUCATION: A CURRICULUM-BASED APPROACH

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

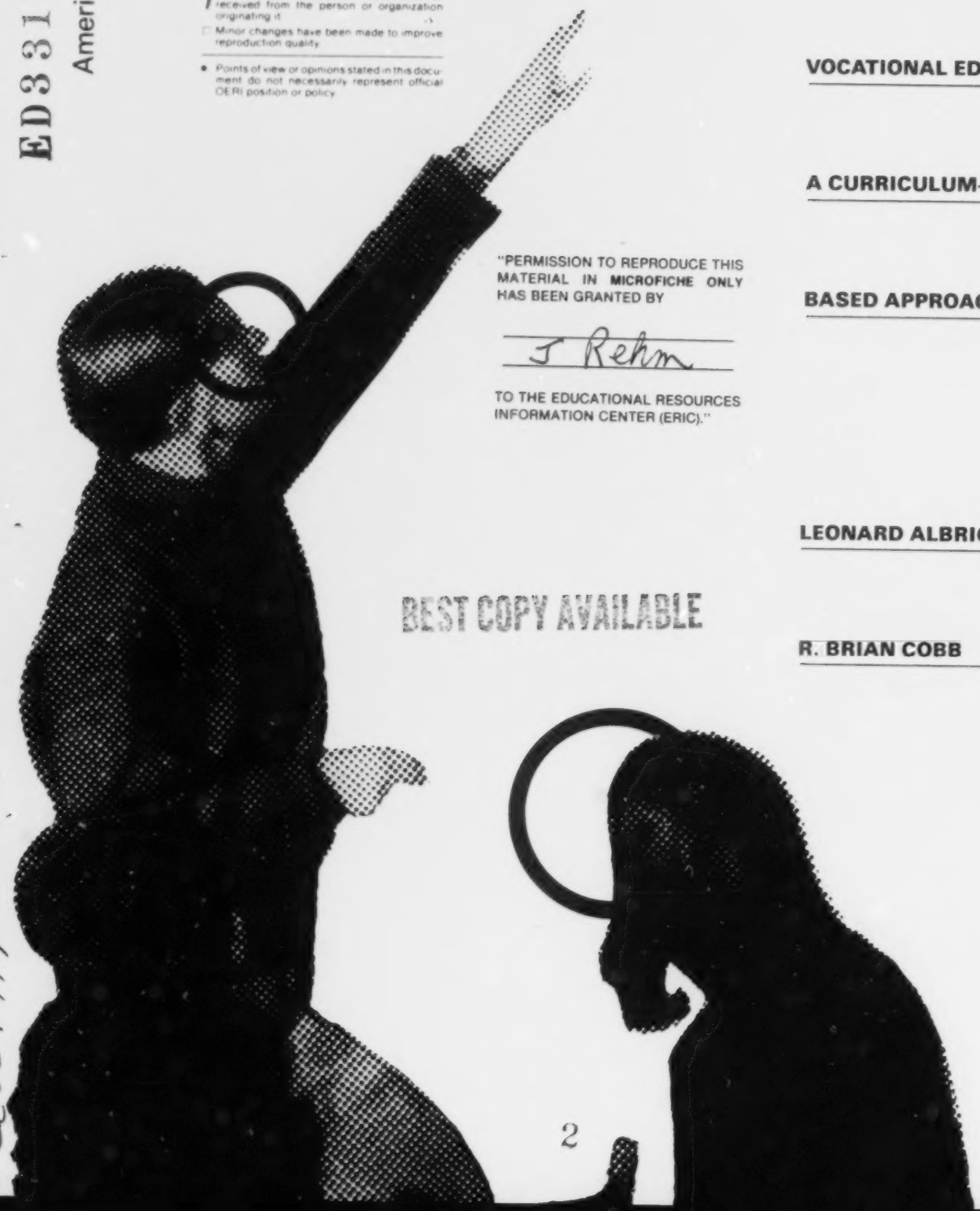
"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

J Rehm

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

LEONARD ALBRIGHT

R. BRIAN COBB



BEST COPY AVAILABLE

CE057919

Assessment of Students with Handicaps in Vocational Education: A Curriculum-Based Approach

1. Establishing a Curriculum-Based Vocational Assessment Process
2. Understanding Curriculum-Based Vocational Assessment: Purposes and Characteristics
3. Placing Students in Vocational Education Programs
4. Planning a Student's Vocational Education Program
5. Monitoring a Student's Progress in the Vocational Education Program
6. Planning Transitional Services
7. Evaluating the Curriculum-Based Vocational Assessment Process

CE057919

BEST COPY AVAILABLE

Trainer's Manual

Assessment of Students with Handicaps in Vocational Education: A Curriculum-Based Approach[1, 2]

Prepared by

Leonard Albright
California State University, Long Beach

and

R. Brian Cobb
Colorado State University

[1]This Trainer's Manual and the companion training modules are published by the American Vocational Association, 1410 King Street, Alexandria, VA 22314.

[2]The materials developed for this training system were made possible through a special projects grant from the Office of Special Education and Rehabilitative Services, United States Department of Education (G008630057). However, no endorsement by the U.S. Department of Education should be inferred.

Copyright © 1988 LEONARD ALBRIGHT AND R. BRIAN COBB, Garden Grove, California. All rights reserved. No part of this publication may be stored in a retrieval system, transmitted, or reproduced in any way, including but not limited to photocopy, photograph, magnetic or other record, without the prior agreement and written permission of the authors.

Assessment of Students with Handicaps in Vocational Education: A Curriculum-Based Approach

Trainer's Manual

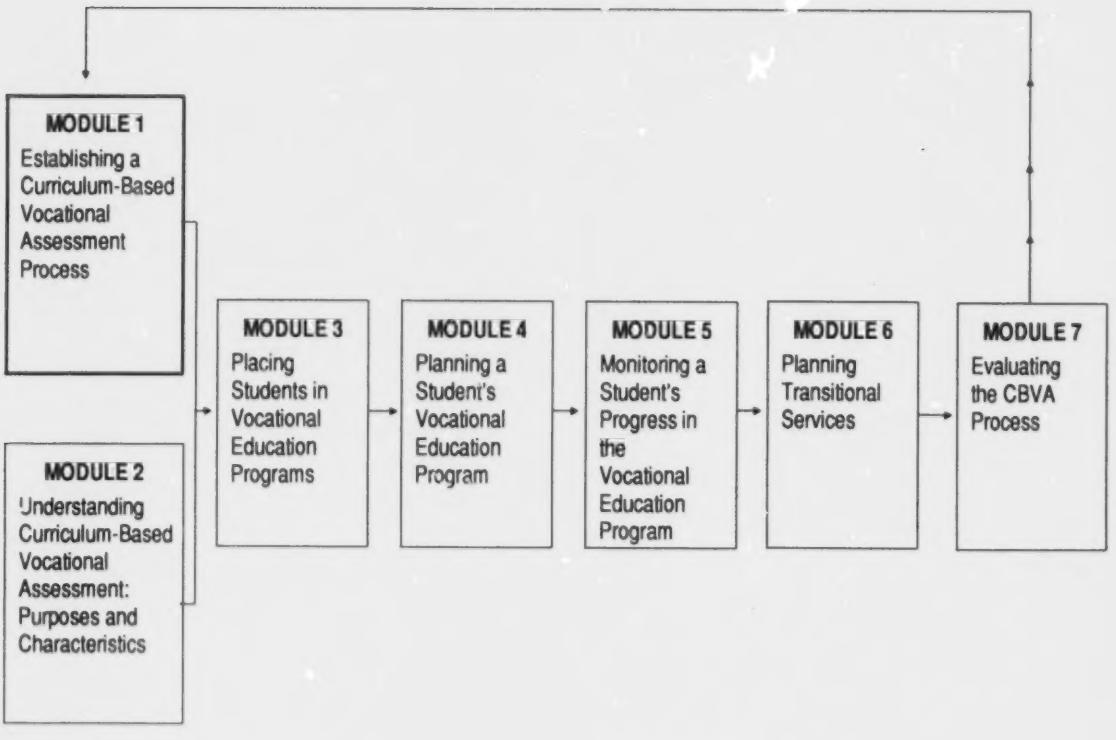


Table of Contents
Trainer's Manual

	Page
Preface	vii
Acknowledgements	ix
Organization and Use of Training System	1
1. For whom are these training materials designed?	1
2. In what settings can these materials be used?	1
3. How is the training system organized?	2
4. What is the content and sequence of each module?	2
Table 1: CBVA Implementation Guide	3
Table 2: CBVA Training Module Sequence	4
5. Do all trainees need to complete all modules in the training system?	5
6. Will all in-service sites require the same scope of training?	5
7. What conditions must exist in a district in order to begin a CBVA training effort?	6
8. What additional reference materials are needed to support the use of this training system?	6
9. What is the next step?	6
Reference Materials	9
Reference A: Module Abstracts	13
Reference B: Concepts and Terms in Educational Assessment	29
Reference C: Module Discussion Questions	37
Reference D: Module Assignments for In-Service	45
Reference E: Sample Preservice Course Syllabus	53
Reference F: Preservice Assignments	61
Bibliography	67

Preface

These curriculum-based vocational assessment (CBVA) training materials were developed via a three-year project funded by the Office of Special Education and Rehabilitative Services, United States Department of Education (#G008630057). The underlying rationale for producing this CBVA training system arose primarily from the comprehensive assessment and service mandates for special needs learners contained in contemporary federal legislation in vocational education. During the first project year, personnel roles and competencies relative to operating a CBVA process were identified and validated. Initial drafts of the training materials were subsequently developed and field-tested in a number of diverse in-service and preservice settings during the first and second project years. The third and final project year consisted of a series of activities related to analyzing field-test data, completing a follow-up of former trainees,refining the training products, and conducting product dissemination workshops. Further information on the design and the rationale for this CBVA project can be found in:

Albright, L. & Cobb, R. B. (1987). "A model to prepare vocational educators and support services personnel in curriculum-based assessment." *Interchange*, 7(4), 2-6. Publication of Secondary Transition Intervention Effectiveness Institute, University of Illinois, Urbana-Champaign.

Albright, L. & Cobb, R. B. (1988). "Curriculum-based vocational assessment: A concept whose time has come." *Journal for Vocational Special Needs Education*, 10(2), 13-16.

Acknowledgments

This training system could not have been developed without the extensive input and assistance from a great number of individuals and organizations over the last three years. It is impossible to accurately convey here the depth of their involvement and of our gratitude for that involvement, but at least we can recognize their names and highlight briefly the nature of their activity with the project.

First, we must thank the Office of Special Education and Rehabilitative Services, Division of Personnel Preparation in the US Department of Education for providing us the resources to carry out this project. In particular Betty Baker, our project officer, provided helpful guidance and support as we moved through the various phases of the project.

After initial drafts of the training competencies were developed, a group of 14 professionals in vocational special needs education reviewed those competencies and assisted us in determining their depth and breadth. These individuals were Gary Clark, John Gugerty, Margo Izzo, Dave Kingsbury, Pamela Leconte, Debra Neubert, Linda Parrish, Michael Peterson, Allen Phelps, Jane Razeghi, Mickey Sarkees, Pat Sitlington, Robert Stodden and Lloyd Tindall. We are indebted to these folks for helping to build the foundation for the content of the training program.

Another group of experts in vocational special needs education served as external reviewers of preliminary drafts of the training modules. These individuals were Susan Asselin, Sheila Feichtner, Linda Parrish, Carole Veir and Jerry Wircenski. Their critical comments and suggestions were extremely helpful in determining specific areas in which the draft versions of the training materials needed clarification or revision.

To field-test the training materials, we were fortunate to have been able to work closely with a number of individuals in several states. For their assistance in directing field-test operations in both preservice and in-service settings, we wish to thank the following colleagues: Dave Kingsbury at Bemidji State University, Mickey Sarkees at the University of North Texas, Nick Elksnin at the University of Georgia, and Lynn Safarik at California State University, Long Beach. In addition to these individuals, the following colleagues directed the use of these training materials in a variety of preservice courses: Pamela Leconte and Carie Rothenbacher at George Washington University, and Nancy Hartley and Jean Lehmann at Colorado State University. We must also acknowledge here the support we received from Carole Johnson from the Colorado Community College and Occupa-

tional Education System, Ron Koebnick in the Minnesota State Department of Education, and the Minnesota Vocational Special Needs Personnel Association by contributing additional resources to the field-test efforts.

A total of 37 vocational education, special education, guidance and vocational rehabilitation teachers and administrators from the states of California, Georgia, and Minnesota was involved in the implementation and evaluation of each of the modules in the training series. We are truly indebted to them for their perseverance and insight. Their review formed the backbone of this entire product development process. More specifically, in California, at the North Orange County Regional Occupational Program District, the following individuals served as field-test participants: Pat Langlin, Marian Brotzman, Penny Gabourie, Dana Bivins, Nancy Kahalauwila, Lupita Bartolini, Bruce Cook, George Boberg, Jack Grey, Jack Zisko, Marsha Rauchwerger, Frank Soldo, Cheryl Escoe and Riley Gaynor.

From Monroe Area Comprehensive High School in Monroe, Georgia, the following professionals served as field-test participants: Sean Callahan, Gil Spivak, Kim Wages, Elaine Roller, James Burrows, George Anthony, Pam Oakley, Lillian Lynch, Doug Eza, and Claudette Hillman.

From Chisago Lakes School System in Lindstrom, Minnesota,the following also served as field-test participants: Diane Menard, Bob Collins, Sheila Simonson, Chuck Lundeen, Mark Plumley, Chet Garness, Lauri Kinneberg, Mary Volter, John Romportl, Don Johnson, Bob Kunzman, Jeff Lindeman and Bev Sandgren.

In addition to the field-test participants just mentioned, approximately 70 individuals reviewed the training modules through course work at the following universities: Bemidji State University, California State University, Long Beach, George Washington University, the University of Georgia, the University of Northern Colorado, and the University of Vermont.

Following field-testing at the aforementioned sites, the data were reviewed and decisions were made about revisions needed to the training modules. Two experts in vocational special needs, Sheila Feichtner and Allen Phelps, and an evaluation specialist, Paddy McGowan, independently examined these data and decisions, and verified their accuracy. Their "view from the outside" was especially helpful in assuring that our revisions were solidly based on data received through the field-test program.

Finally, a number of individuals deserve mention for the unique roles they played at different times in this project. Paul Scott from the University of Georgia and Bob Ianacone from George Washington University hosted field-site directors meetings at their respective universities. Dave Larkin helped in the early stages of the field-testing process in Minnesota. As a reactor to a paper presented at the annual meeting of the American Educational Research Association, Dave McCracken offered several helpful comments concerning the project evaluation design. Mickey Sarkees, Nick Elksnin, and Lynn Safarik took primary responsibility for developing initial drafts of two of the training modules. Roz Johnson served as a consultant to assist us in setting up the data files. Bill Hornung and Jerry Rehm were instrumental in developing the marketing process for the training materials through the American Vocational Association. Finally, Jane Twiss served as administrative assistant to the project, with help from Sharon Jones. Again, the quality of this project has been improved immeasurably through the various efforts of these individuals.

This multi-year, product development, field-test experience has provided us with the opportunity to work with a variety of outstanding professionals from across the country. Through these associations, our belief in the quality and commitment of vocational special needs educators has once again been confirmed. While we must accept full responsibility for the final version of this training system, we know that its ultimate quality is largely derived from the shared expertise of the many colleagues and friends with whom we worked.

Leonard Albright, Project Director
R. Brian Cobb, Project Consultant

December 1988

Organization and Use of Training System

1. For whom are these training materials designed?

This training system consists of a *Trainer's Manual* and a series of seven training modules on the use of curriculum-based assessment procedures for students with handicaps in vocational education programs. The training system is designed for individuals who are responsible for providing instruction and special services to persons with disabilities in regular vocational education settings. Such personnel will vary from district to district, but they are likely to be from among the following groups: vocational special needs resource teachers, guidance counselors, vocational and special education instructors, rehabilitation services personnel, vocational evaluation specialists, paraprofessionals, and administrators of vocational and special education programs.

2. In what settings can these materials be used?

The training system can be used in both preservice and in-service settings. By preservice, we mean traditional, university-based classroom instruction, delivered out of departments of special education, vocational education, or vocational rehabilitation. By in-service, we mean a targeted, training effort for a select group of personnel from a specific educational district or service agency.

Based on our field-testing in both settings, we have found that the training program will have maximum impact when used in an in-service manner with a team of key personnel from a local education agency. At a minimum, the locally-based team should consist of representatives from four groups:

1. Vocational special needs resource teachers or special educators responsible for providing support services to students with special needs enrolled in regular vocational settings;
2. Vocational instructors;
3. Guidance counselors; and
4. Administrators of vocational education programs.

The rationale for a team training approach at the local district level is threefold. First, the successful implementation of a curriculum-based vocational assessment program is contingent upon collaborative leadership activities conducted by each of the key players from the four groups. Second,

one of the greatest benefits of a locally-based team effort is increased communication and understanding between and among the various professionals involved in vocational programming for persons with handicaps. Although we may assume that such a benefit should naturally occur during the day-to-day operations of these professionals, our experience suggested otherwise. Hence, a structured and cross-disciplined training program on vocational assessment can do much to enhance communication and collaborative program practices among these important professionals. Finally, the involvement of both direct service providers (i.e., vocational teachers, special needs teachers and counselors) and vocational program administrators is critical to the adoption of a curriculum-based vocational assessment (CBVA) system within a local district. Since implementation of a CBVA process is likely to require important shifts in personnel roles and the addition of some resources in a particular district, the active participation of key program administrators with direct service personnel in the locally-based training program will increase the likelihood of meaningful adoption within the district.

3. How is the training system organized?

This training system contains a *Trainer's Manual* and a series of seven training modules. The *Trainer's Manual* is designed to help the trainer organize her/his training effort. The training modules are designed to give specific information to the trainees to help them implement assessment activity in their schools and classrooms.

More specifically, the *Trainer's Manual* contains a Preface and an Acknowledgement section, which you have already reviewed. This section of the manual follows a question-and-answer format to help you understand the organization of the system. The latter part of the manual contains additional information and materials for trainer use in supplementing the content within the modules.

The training modules have been developed to focus on the various assessment stages and purposes that dictate what type of assessment activity to conduct, when it should be done, and by whom. Table 1 shows this conceptual framework.

4. What is the content and sequence of each module?

Table 2 further defines the relationship between each of the training modules. You will find that each module follows a common format. It begins

Table 1: CBVA Implementation Guide

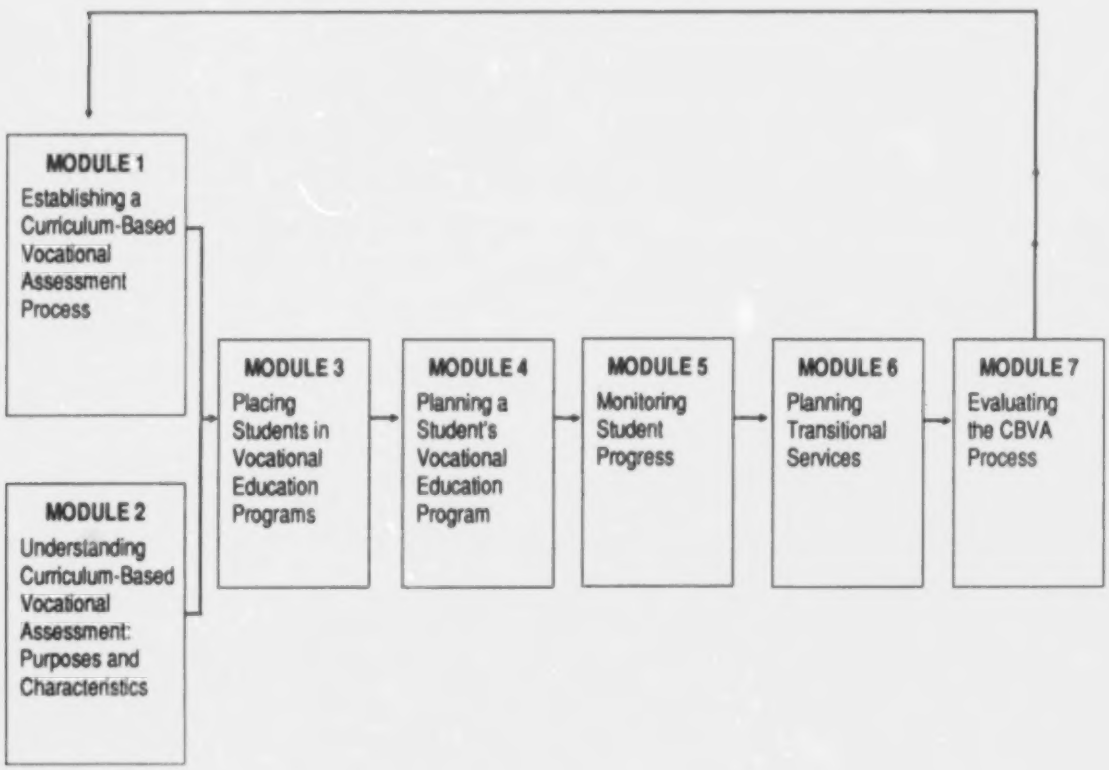
Key to Personnel

VSNT = Vocational Special Needs Teacher
SSE = Secondary Special Educator
VI = Vocational Instructor
VC = Vocational Counselor
VA = Vocational Administrator
* Suggested Lead Person(s)

Purpose For Assessment	Timing of Assessments	Personnel Involved in Assessment Activities	Instruments/ Procedures Used In Assessment Activities
Module 1			
Part I: Establishing a CBVA Process	Ongoing	*VSNT SSE VI *VA	CBVA Action Plan
Part II: Communicating vocational education program information	Starts at least one year prior to when vocational education is routinely available in district	VSNT *VC VI SSE	Review process to assure identification of all students with handicaps in district and their parents are informed of options
Module 3			
Placing students in vocational education program	Semester prior to when vocational programs begin	*VSNT VC SSE VI	Review of student records; interview with student and parents; assessments in vocational try-out program
Module 4			
Planning a student's vocational education program	During annual IEP review and first month of vocational class	*VSNT *SSE VI	Direct observations of student performances; inventory of program environment and curriculum
Module 5			
Monitoring student progress	Throughout duration of vocational program	*VSNT VI *SSE VC	Develop a monitoring system for individual students; conduct process and product assessments of student performance
Module 6			
Planning transitional services	During semester prior to graduation	*VSNT SSE VC *VI	Review of student performance; interview with student and parent
Module 7			
Evaluating CBVA process	Ongoing — annually	*VSNT VC *VA VI	Annual review process to evaluate CBVA processess/activities

Note: Module 2, Understanding Curriculum-Based Vocational Assessment, is omitted from this table; however, all CBVA team members will need to carefully review and discuss its contents.

Table 2: CBVA Training Module Sequence



with a goal statement and corresponding competencies. The body of the module follows, including an introductory section, a strategies or "how-to" section, references, and a number of example documents that complement the strategies.

The reference materials section of this manual contains a series of one-page abstracts for each of the modules, specifying the goal, assessment questions and a brief summary of its content. We have provided these abstracts on individual pages so that they can be reproduced and distributed to your trainees to help introduce each module.

5. Do all trainees need to complete all modules in the training system?

Referring to Table 1, it can be seen that not all personnel in a district will necessarily need training on all of the individual modules. For example, a vocational administrator is primarily going to be concerned with establishing an assessment process and evaluating its effectiveness. Therefore, the first and last modules in this training system are the most appropriate ones for addressing these purposes.

6. Will all in-service sites require the same scope of training?

Similarly, each training site will already have in place some or a number of the assessment activities elaborated across the entire training system. It is up to the trainer to determine the extent to which some assessment activities are already ongoing in a district and customize training around those areas in which additional training is needed.

To determine and respond appropriately to individual participant and district training needs will require collaboration and team building. It requires a systems approach to implementing new or different concepts into district educational processes. *Module 1* contains a series of steps to guide the trainer and trainees through a systems change process of determining district needs and planning local efforts to meet those needs. Further, a number of outstanding resources are available to the CBVA trainer in the politics and processes of systems change. The trainer could refer to Fullan (1982), Henshaw, Wilson and Morefield (1987), Squires, Huitt and Segars (n.d.), Glatthorn (1987), Kline (1987), Snyder and Giella (1987), and Brody (1982) for additional assistance in developing a group process for instituting change in a school district. For descriptions of systems change approaches specific to CBVA, see the publications by the Minnesota

Vocational Assessment Guidebook Development Team (1986) and Stodden, Ianacone, Boone and Bisconer (1987).

7. What conditions must exist in a district in order to begin a CBVA training effort?

The difficulty in establishing a CBVA process in a school or school district is likely to vary greatly, depending upon a variety of factors including administrative and teacher support, availability of funds, staff expertise, and commitment to alternative models of assessment. Based on our field-testing of this training program in several diverse settings, there appear to be several fundamental requirements that a local district must meet in order to begin to adopt a CBVA approach. First, someone must take ownership of the process in the district. Without a firm advocate for this approach, its future is not likely to be great. Second, this advocate must be familiar with the district's ongoing assessment processes in vocational education, and with the vocational curriculum options in the district. Finally, the district administration must have made a commitment to expending a reasonable amount of resources and staff time to an assessment process.

8. What additional reference materials are needed to support the use of this training system?

In order to deliver a comprehensive training program, a number of support materials has been provided in the Reference section of this *Trainer's Manual*. These include such items as a presentation on validity and reliability considerations in testing (Reference B), and a set of discussion questions (Reference C), which can enhance comprehension of each training module. The bibliography at the end of this document provides you with a wealth of sources related to the content of this training program.

9. What is the next step?

At this point, you as a trainer should have read each of the eight previous organizing questions in this manual, and reviewed the Reference Section material for supportive information. Your next step is now dictated by your own training context.

If you are leading a preservice course (as we have defined it on page 1 of this manual), you may want to reduce the emphasis on Part I of *Module 1*, which deals with systems change in a local district, and spend more time with Part II of *Module 1*, dealing with how to communicate vocational training op-

tions to students with handicaps and their parents. If, however, you are leading an in-service effort, you will find the systems change material in Part I of *Module 1* very beneficial, both to you and your trainees.

In either case, you and your trainees should probably be reading and discussing the material in *Module 2* at the same time you are reviewing *Module 1*. Both modules will give you all a clear idea of how change can be accomplished in a local district, how to communicate vocational program options to students, and how CBVA can satisfy the vocational assessment needs of students, teachers, and support personnel.

Reference Materials

This section contains a variety of materials that were developed and used during the field-testing of this assessment training system. A brief description of each is provided, with information on use in preservice or in-service contexts.

Reference A: Abstracts of Each Module

Description

This reference provides an abstract of each module, in terms of three dimensions:

1. Module goal;
2. Key assessment questions addressed; and
3. Brief summary of module content.

In-Service/Preservice Use

These module abstracts should be used in both in-service and preservice programs to provide participants with an overview of each module in the system. The use of these with Table 1 in this manual will provide a comprehensive overview.

Reference B: Concepts and Terms in Educational Assessment

Description

This reference provides basic information about five important assessment concepts and terms:

1. Vocational constructs;
2. Validity of instrumentation;
3. Reliability of instrumentation;
4. Norm and criterion referencing; and
5. Types of measurement.

Additional sources for obtaining a more extensive treatment of this information are cited. A full citation of each source is provided in the Bibliography.

In-Service/Preservice Use

This material is present only in the *Trainer's Manual*; a like version does not appear in the training modules. Rather, these concepts and terms are embedded in the training content throughout the module series. The information contained in Reference B is important for basic trainee understanding of sound assessment practices. What you, as the trainer, will need to determine is **when to introduce** this material and **how extensive** the presentation needs to be. When we introduced this content at the outset of the **in-service** field-test program, it was viewed by the field-test participants as abstract and not especially critical at the beginning of the training program. Since these concepts and terms are woven into the training material, we recommend, for in-service purposes, that you introduce this information at various points as the program progresses; attempting to capture the "teachable moment" when in-service trainees are ready for this instruction. For example, when discussing data collection methods in *Module 3*, the concepts of instrument validity and reliability may be timely for instruction.

An opposite response to Reference B content commonly occurred in our preservice field-testing. That is, the same material that you have in Reference B was introduced early in the course and it tended to generate a great deal of student interest and discussion. Hence, for preservice purposes, we recommend that you duplicate Reference B and use it as a course reading and discussion piece for at least one session within the first month of the course. Reference E, a sample course syllabus, illustrates when and how this information was introduced in one preservice field-test course.

Finally, listed below are three additional sources which provide greater detail to most, if not all, of the material covered in **Reference B.**

General Sources

Borg, W. R. (1987). *Applying educational research: A practical guide for teachers* (2nd ed). New York: Longman. (See, in particular, Chapter 6 on kinds and characteristics of educational measures.)

Vocational Education

Erickson, R. C., G Wentling, T. L. (1976). *Measuring student growth: Techniques and procedures for occupational education*. Boston: Allyn and Bacon. (See, in particular, Chapters 1, 2 & 3 which deal with types of measurements, measurement concepts, and criterion-vs. norm-referenced testing.)

Special Education

Salvia, J., & Ysseldyke, J. W. (1988). *Assessment in special and remedial education* (4th ed.). Boston: Houghton Mifflin. (See especially Chapter 2 for basic considerations in assessment, and Chapters 7 and 8 for information on reliability and validity.)

Reference C: Module Discussion Questions

Description

This reference includes a series of discussion questions for each training module. One or more of these questions can be used with the training group to generate student discussion of key points within specific modules.

In-Service/Preservice Use

During the field-test program, the discussion questions were used only in preservice courses. Feedback from training directors indicated that the questions were very helpful in stimulating group discussion of module content. These questions could, of course, be used in an in-service program. However, we believe greater emphasis should be placed on discussions surrounding the completion of specific in-service assignments, which are very applied and oriented to local programming.

Reference D: Module Assignments for In-Service

Description

For each module, one or more assignments are provided. These reinforce particular module content and they represent the instruments and procedures to use in implementing a CBVA process in the local district. Examples of such procedures and instruments are provided in the modules, but the assignments engage the participants in adapting these to local program needs.

In-Service/Preservice Use

The very practical and applied nature of the assignments are especially suited for locally-based in-service activity. If participants of a preservice course have ready access to local programs, then they may also be used. However, given the extensive content to be covered, the three preservice assignments in Reference F are more reasonable and appropriate.

Reference E: Preservice Course Syllabus

Description

The syllabus in Reference E was prepared for a preservice course taught at the University of Vermont as part of the field-test program. As shown in the course outline, the instructor enhanced the content of the training program by incorporating additional source materials. These were used in selected topical areas in which the instructor placed particular emphasis.

In-Service/Preservice Use

This syllabus is clearly an example for structuring a preservice course. The format and content of this syllabus could be adapted for in-service purposes. However, given the shorter length of training time often present in an in-service program and the need to focus on the development and use of the assignments in the modules, substantial changes in the syllabus will likely be necessary.

Reference F: Preservice Assignments

Description

The three assignments field-tested in preservice courses are provided in this reference. The first requires participants to work in teams to examine vocational education and training options in a local community. The second involves the participant in surveying vocational assessment practices in a local education agency. The third preservice assignment is to select a pertinent module assignment from among those listed in Reference D.

In-Service/Preservice Use

These assignments are directed to a preservice course that will cover all of the training content in the module series. They could be adapted for in-service use, especially if the in-service participants are going to complete all modules in the training series.

Reference A
Module Abstracts

ABSTRACT
Module 1

Establishing a Curriculum-Based Vocational Assessment Process

GOAL

This module has two interrelated goals:

1. To present a collaborative team process for establishing curriculum-based assessment practices in local vocational education programs.
2. To increase participant understanding of the full range of vocational education and special services available to students with handicaps in the local district.

CONTENT SUMMARY

Module 1 consists of two parts. Part I provides a series of steps and considerations for local team members to use in establishing a CBVA process. A major outcome of this activity is the development of a local action plan for expanding and improving assessment services.

Part II is concerned with procedures for ensuring that parents, students and educators are knowledgeable of the programs and services available through vocational education in the school district. Strategies for increasing parent, student and educator understanding of these programs and services are provided.

KEY ASSESSMENT QUESTIONS

1. To what extent are students with handicaps, their parents and educators aware of and knowledgeable about vocational education and special services available in our district?
2. What are the vocational assessment practices and needs within our district?
3. What changes will be necessary in order to successfully establish a CBVA process within our school district?

ABSTRACT
Module 2

Understanding Curriculum-Based Vocational Assessment: Purposes and Characteristics

GOAL

To increase participant knowledge of:

1. The central purposes and features of a CBVA process; and
2. The relationship between a CBVA process and the content of this training program.

CONTENT SUMMARY

The first section of the module is a description of the key elements of CBVA. The second section illustrates how the training program is organized around the major purposes of a local CBVA effort.

KEY ASSESSMENT QUESTIONS

1. What is CBVA?
2. How is the content of the training program organized?

ABSTRACT
Module 3

Placing Students in Vocational Education Programs

GOAL

To assist local personnel in implementing systematic CBVA procedures for determining appropriate vocational education placements for students with handicaps.

CONTENT SUMMARY

A series of steps is provided for a local CBVA team to follow in helping a student select the most appropriate program option in vocational education. A variety of assessment for placement methods is described and illustrated.

KEY ASSESSMENT QUESTIONS

1. Is vocational education the best or most appropriate curriculum for the student?
2. Which vocational education program is most appropriate for the student?

ABSTRACT
Module 4

Planning the Student's Vocational Education Program

GOAL

To increase participant knowledge and skills in conducting assessments which identify the special service needs of a student in a vocational education program.

CONTENT SUMMARY

The module begins with a discussion of important differences between assessment for placement (*Module 3*) and assessment for program planning (*Module 4*) activities. This is followed with guidelines for conducting two types of assessment for program planning procedures:

1. A content-specific survey; and
2. A vocational program inventory.

The results from these two assessments will address the key questions identified below.

KEY ASSESSMENT QUESTIONS

1. Is this particular student eligible to receive support services in his/her particular vocational education program?
2. In what particular areas of instructional remediation should support personnel focus to ensure success for a student in his/her vocational program?
3. What is the nature and intensity of support services necessary to deliver this instructional remediation?
4. What criteria should be applied to a student's performance which reasonably reflects the success norms of the vocational program?

ABSTRACT
Module 5

Monitoring Student Progress

GOAL

To assist local vocational education and special services personnel in establishing coordinated procedures for monitoring student performance in vocational education.

CONTENT SUMMARY

This module focuses on the use of assessment and monitoring procedures while the student is completing her/his vocational education program. Four basic considerations in establishing a coordinated monitoring system are presented, along with example techniques and forms.

KEY ASSESSMENT QUESTIONS

1. Which areas of student performance need to be monitored?
2. What are the procedures to be used?
3. How frequently should student progress be measured?
4. Who is responsible for monitoring student progress?

ABSTRACT
Module 6

Planning Transitional Services

GOAL

To assist local vocational education and special services personnel in determining the special services needed by a student as she/he exits vocational education and enters new employment and/or training environments.

CONTENT SUMMARY

The module opens with a brief discussion of the rationale behind the transitional services initiative for individuals with handicaps. The various options for transitional service delivery are subsequently described, as are the assessments which need to occur in planning and monitoring a student's transition. A case study of one student is presented to illustrate the types of assessment activities that take place during the transitional period.

KEY ASSESSMENT QUESTIONS

1. In which outcomes (either postsecondary education, training or employment) will the student be functioning upon graduation?
2. What services will the student require at his/her selected option?
3. Who will be responsible for monitoring the student as she/he transitions into the new environment?
4. Now effective are the special services in helping the student succeed in the new environment?

ABSTRACT
Module 7

Evaluating the Curriculum-Based Vocational Assessment Process

GOAL

To assist local personnel in evaluating the effectiveness of the CBVA process in determining appropriate vocational education and special services for students with handicaps.

CONTENT SUMMARY

A series of steps is provided for organizing, conducting and reporting an evaluation of a locally-based CBVA process. A team approach to this evaluation is advocated. Sample instruments and forms are also provided for team member use.

KEY ASSESSMENT QUESTIONS

1. How effectively is the CBVA process working in our district?
2. What improvements are needed to strengthen the CBVA process?

Reference B
Concepts and Terms in Educational Assessment[1]

There are several concepts and terms in educational assessment that are important to understand in order to develop and implement assessment practices upon which school districts can rely. These can be categorized into five areas:

1. Vocational constructs (interest, achievement, and aptitude);
2. Validity of instrumentation;
3. Reliability of instrumentation;
4. Referencing (norm and criterion); and
5. Types of measurement (direct/indirect and process/product).

Each of these assessment areas will be discussed in turn.

Vocational Constructs

Vocational constructs are ideas or concepts that we are trying to measure to assist in making decisions about programming for students with handicaps. They can be grouped into three areas:

1. Vocational interests;
2. Vocational achievement; and
3. Vocational aptitude.

Vocational Interests

Simply put, vocational interests are occupational cluster areas in which a student has an interest. While easy to understand, vocational interest assessment for high school age adolescents with handicaps is extremely difficult to measure. Our instrumentation is simply not well enough developed to be able to determine enduring vocational interests in young people who have typically had very limited and even distorted experiences with the world of work. This problem is further compounded in vocational education

[1]Note to Trainer: The citations presented within this Reference B paper are contained in the Bibliography section of this manual.

in that a student may have a strong interest in a particular vocational program for reasons that are not measurable with traditional vocational interest inventories (i.e., the student's friends are enrolling in that program, the program fits into the student's schedule, or the teacher has a reputation of being a great teacher). With CBVA, vocational interest assessment is largely oriented around providing students with a clear idea of what vocational program options are available and what the requirements are for entry and exit from each program.

Vocational Achievement

Vocational achievement is a statement of skills that a student can demonstrate at the time of testing. No attempt to predict future vocational ability can be inferred from vocational achievement assessment. With CBVA, vocational achievement assessment is focused on measuring what skills a student can demonstrate prior to, during, and upon completion of a vocational course of study.

Vocational Aptitude

Vocational aptitudes are inherent skills a student is purported to possess that are germane to differing occupations. Skills like spatial ability, numerical and verbal reasoning, language usage, mechanical and abstract reasoning, and even spelling are commonly measured vocational aptitudes. The logic of vocational aptitude assessment is one of measuring student aptitudes with the intent of predicting a "fit" with occupations requiring similar traits. Our ability to accurately measure vocational aptitudes of adolescents with handicaps is extremely limited and problems exist that are similar to those with vocational interest assessment. Thus, since we have no valid way of measuring aptitudes for vocational education program options, aptitude measurement in CBVA is eliminated.

Validity of Instrumentation

Validity is relatively easy to define but difficult to put into practice. Simply put, validity of instrumentation means that a test measures what it states it is designed to measure, and that the results of that test can help make decisions about the individuals who have taken it. There are five different types of validity:

1. Face validity;

2. Construct validity;
3. Predictive validity;
4. Content validity; and
5. Concurrent validity.

It is important to know each type of validity since some vocational assessment instruments will rate very highly on one form of validity and poorly on others. It is also important since some types of validity are more important than others in vocational education assessment.

Face Validity

A test has face validity if it *appears* to measure what it purports to measure. It is the least important type of validity, because a test may look good, but not really measure what it is designed to. Commercial work sampling systems have high face validity, in that they look like they are measuring vocational skills that are important to differing jobs. However, the skills measured in a commercial work sample frequently have little or no relationship to the most important skills in vocational programs for which the work sample is purported to measure. Thus, while they have face validity, they frequently yield little usable vocational interest or achievement data.

Construct Validity

Construct validity refers to the extent to which a test measures a theoretical trait, attribute, or construct (i.e., specific vocational interests or aptitudes). While conceptually important, construct validity has little place in curriculum-based vocational assessment, since CBVA does not typically involve the measurement of traits or attributes.

Predictive Validity

The results of a test have predictive validity to the extent that they help predict how a person will function or perform skills on some future task. The only way to measure predictive validity is to keep careful track of the manner in which results of assessments yield predictably valid results at some future time. While CBVA instruments are not typically concerned with predictive validity, two specific instances need mentioning.

First, it will be important for assessment personnel to examine the predictive validity of instruments used to assist in making placements of

students with handicaps in different vocational programs. This would be accomplished by monitoring the number of students who decide to change their vocational program focus, the reasons for those changes, and the extent to which instrumentation used to assist in program placement decisions should have helped to avoid the need for such changes. Clearly the goal here would be to find the instruments that minimize the mismatches in progress selection.

Second, a similar issue would arise in the selection and use of instrumentation designed to predict the need for transition services for students who are exiting vocational programs.

Content Validity

Content validity refers to how adequately a test covers the entire range of subject matter about which the test is designed to measure. For example, if you are trying to determine vocational program interest of students, the instruments used to do that would have high content validity only to the extent that they included all vocational program options, and provided accurate, detailed information about the requirements of each of these program options. Content validity is an extremely important consideration in CBVA since sound instructional decision-making about students can only be accomplished through instruments that measure the entire scope of program content.

Concurrent Validity

Concurrent validity exists if a test's results accurately portray current student performance. For example, if a student performed poorly on a cosmetology work sample, yet was functioning perfectly adequately in a cosmetology vocational program, the test would have poor concurrent validity. Concurrent validity is also extremely important in CBVA, primarily in program planning and monitoring functions. It is usually determined by matching a student's test performance with other measures of the same performance and looking for similarities in results.

Reliability of Instrumentation

Reliability of assessment instruments is concerned with the stability of a test's measurement power. It reflects confidence we have in accepting and

generalizing test results. There are four ways of testing the reliability of a measurement device:

1. Test-retest reliability;
2. Split-half reliability;
3. KR 20 reliability; and
4. Interrater reliability.

While the actual formulas for using these types of reliability will not be provided here, the reader is encouraged to consider determining the reliability of his/her informal tests. The formulas are very simple to use and can be found in any good measurement text (e.g. Salvia & Ysseldyke, 1988, pp. 110-118).

Test-Retest Reliability

The first type of reliability is called test-retest reliability which is determined by having a student take the same test twice, or take an alternate form of the same test, with approximately two weeks or less between testing with no training on test content. If the scores are approximately the same, the test can be considered reliable and you may have confidence that it is accurately measuring a stable construct. You should consider using this type of reliability if you have a test that you can use repeatedly (e.g. a pre/post-test) to measure improvement in students. This is because you want to be certain that changes in test results truly reflect changes in student ability rather than simply an artifact of how the test was made.

Split-Half and KR 20 Reliability

Sometimes we may put a test together in which all test items are designed to measure the same skill or student characteristics. Theoretically, then, each student taking the test would have the same likelihood of answering any single test question correctly as any other test item. This form of reliability is called internal consistency and can be determined through a split-half or KR-20 reliability assessment. These forms of reliability are extremely easy to calculate and would be used by a special needs teacher or vocational instructor with tests that were only going to be taken once by a student. An example might be a test used for program planning in the area of fractions or vocational textbook comprehension. Again, if the reliability index is fairly high (.80 or higher) you can be certain that each item in the overall test is measuring the same skill. Conversely, if the

index is low, it is likely that there are some items that are measuring something you do not intend to measure, and the test questions should be analyzed to locate those which are consistently discrepant from all others.

Interrater Reliability

Interrater reliability involves two individuals administering, scoring, and interpreting the same test to the same person, and determining if the results are the same. You are looking for a high percentage of agreement between the two raters which would signify that you are accurately measuring the same skill or behavior. Interrater reliability is most commonly used with observation measurement or with tests or rating scales whose results may be subjectively interpreted.

Referencing

There are two ways to interpret or make sense of the results of an assessment. The results of an individual's test can be interpreted or compared with the results of another group of people who took the test (norm referencing). Or, the results can be compared against a standard of performance (criterion referencing).

Generally, norm referenced tests are associated with formal, standardized assessments, and are not appropriately included in CBVA since comparing one person's test results with his/her peers provides little help in instructional decision-making. An exception would be the establishment of local norms which might be helpful in determining if a handicapped student was eligible for special services in vocational education. However, most CBVA instrumentation will be criterion referenced, since most vocational educators are familiar with performance standards and establishing instructional decision-making around those standards.

Types of Measurement

The last concepts in assessment that need discussion are the notions of direct and indirect, and formal and informal types of measurement.

Generally speaking, those who use CBVA will want to utilize assessment instruments that are direct rather than indirect. This means that instructional decisions should be made by assessing a student's performance on tasks that are directly relevant to vocational program content. For ex-

ample, the decision to provide remedial help in mathematics to a student in a machine trades program should be made by assessing a student on a sample of math taken directly from the machine trades curriculum, rather than through using his/her results from a math sub-sample of a standardized achievement test.

Similarly, informal rather than formal types of assessment should be used most extensively with CBVA. Informal tests are generally teacher-made and more reflective of local norms and curriculum content than are formal tests. Thus, they have greater content validity and can usually be used more efficiently than can more formal, standardized assessments.

Reference C:
Module Discussion Questions

DISCUSSION QUESTIONS
Module 1

1. In order to implement a CBVA process in a school district, changes in present practices are likely to be needed. Identify what these changes are likely to be, and how they may best be changed to ensure that the CBVA process becomes established in the district or agency. Considerations relative to personnel, attitudes and cost factors should be included in this discussion.
2. Identify and discuss the basic types of information that parents and students need about vocational education programs and special services.
3. Of the various methods suggested for providing information to parents and students, select two that are likely to be the most effective. Also, discuss the reason(s) for selecting each method.

DISCUSSION QUESTIONS
Module 2

1. According to the proponents of CBVA, assessment is viewed as a continuous, ongoing process. How does this compare with your view of assessment for students in vocational education?
2. To what extent is CBVA a realistic approach for use in your district? Consider such factors as personnel and time requirements and how the characteristics of CBVA match with present practices in your district.
3. What would appear to be the major changes needed in order to implement a CBVA process in your district?
4. Part II of *Module 2* identifies and briefly describes the seven modules in the CBVA system. Of these seven, select two that are of highest priority to you and discuss the reasons for your selections.

DISCUSSION QUESTIONS
Module 3

1. Three personnel are identified as playing key roles in the assessment for placement process:

   A. The special educator in charge of the student's IEP;

   B. A vocational guidance counselor; and

   C. The individual who provides special services to students with handicaps in vocational education programs.

   Discuss the roles of each in the assessment for placement process and suggest other personnel who could contribute to this process.

2. A variety of informal methods for assessing students in the placement stage has been described in this module, such as:

   A. Cumulative records review;

   B. Student and parent interviews; and

   C. Vocational tryouts.

   Discuss each of these methods and determine which one(s) would likely produce the most useful information for placing a student in a vocational program.

DISCUSSION QUESTIONS
Module 4

1. Discuss the major differences between assessments conducted for student placement (*Module 3*) and assessments for student planning (*Module 4*).
2. When assessing for the purpose of planning a student's vocational program, how will the assessment data be used in the vocational IEP process?
3. Who should have the primary responsibility for conducting assessments during the program planning stage? When should these assessments occur?
4. Both content-specific surveys and vocational program inventories were recommended in this module. Discuss how the two methods differ in the information they yield and why both types of information are important during the program planning stage.

DISCUSSION QUESTIONS
Module 5

1. Discuss the roles of the vocational special needs teacher and the vocational instructor in the monitoring process.
2. Two assessment and monitoring methods discussed in this module are direct observation and knowledge testing. Discuss the similarities and differences between these two methods.
3. Discuss the advantages and disadvantages of using "aimlines" in monitoring student progress.

DISCUSSION QUESTIONS
Module ó

1. Discuss the types of student assessment information that need to be used in planning transition services for a student. Consider the vocational instructor, the vocational special needs teacher and the student's IEP manager as information sources in this discussion. Be as specific as possible in identifying the types of assessment information needed from each source.

2. From among the various personnel involved in the student's vocational education program, identify and discuss which one(s) should assume responsibility for planning and monitoring the student's transitional program.

3. While the focus on transitional services becomes important near the end of the student's vocational program, when should planning for the student's transition from school to employment begin?

DISCUSSION QUESTIONS
Module 7

1. One important principle in the evaluation of educational programs is to identify and involve the various audiences associated with the particular program being evaluated. Identify the various audiences involved in or affected by a CBVA process and discuss how these audiences should be involved in an evaluation of a CBVA process.

2. One of the first steps in designing or "focusing" on evaluation is to determine the key questions that need to be addressed. Discuss the importance of this activity and suggest several key questions that should be asked in an evaluation of a CBVA process.

3. Discuss the importance of a team approach to evaluating a CBVA process and suggest the personnel, by position title, that should be members of a CBVA evaluation team.

4. Each evaluation team must decide how much evaluation information should be collected. Outline and discuss the kinds of information needed in a CBVA evaluation and the methods to use for obtaining this information.

Reference D
Module Assignments for In-Service

IN-SERVICE ASSIGNMENT
Module 1

Listed below are two assignments. The first pertains to Part I of the module, "Teaming to Implement a CBVA Process". The second is based around Part II of the module, "Communicating Program Options in Vocational Education."

1. As a team, complete each of the products indicated in the steps in the strategies section of Part I. These are:

   Step 1: Prepare a mission statement.

   Step 2: Prepare a problem statement.

   Step 3: Develop a prioritized list of needs statements.

   Step 4: Produce a paper outlining the CBVA relationship to problem statement and needs statement.

   Step 5: Identify goals and objectives.

   Step 6: Prepare action plans for each objective.

   Step 7: Identify constraints and incentives.

   Step 8: Revise action plans, following field-testing.

2. As a team, and in a group session, identify the vocational education programs and special services available to students with handicaps. Also, discuss the methods presently used in the district to inform these students and their parents of the options in vocational education.

IN-SERVICE ASSIGNMENT
Module 2

1. As a group, discuss the major features of the CBVA process. In advance of this discussion, each feature discussed in *Module 2* should be divided among participants and they be charged with leading group discussion on the respective feature.

2. After receiving an overview of the CBVA module sequence and examining the content within each module, the group is to use Table 3, CBVA Implementation Guide, in determining which particular personnel, by name and position title, should be involved in system assessment activities. This adaptation would occur in the third column of Table 3 (Personnel Involved in Assessment Activities).

IN-SERVICE ASSIGNMENT
Module 3

Listed below are several team and individual activities. Review each in a group training session, determine which of these activities are most needed in your district and proceed accordingly.

For each activity completed, prepare a brief report explaining what you did, how you did it and how effective it was. Please attach a copy of instruments/products used to your summary report.

1. Using the assessment and planning procedures stated in the module, design and conduct a team process for determining the vocational placement of one handicapped student.
2. Using the procedures and reporting format in Example Document #1, conduct a review of one student's cumulative record.
3. Adapt the Intake Interview form shown in Example Document #2 to your information needs and use it with two students.
4. Using Example Document #5 as a guide, organize a performance sample for one vocational program and try it out with two students.

IN-SERVICE ASSIGNMENT
Module 4

Listed below are two team activities. Determine which one of the two is most needed and implement it. Prepare a two to three page summary report explaining what you did, how you did it, and how effective it was. Please attach a copy of the instruments used to your summary report.

1. Pick out an area of importance across many vocational programs (e.g., math, reading, safety), and develop a content-specific survey. Try it out on a student and generate a series of teaching objectives.
2. Example Document #1 (Vocational Program Inventory) is to be used in determining the organization and structure of a vocational program. Try this form out in a vocational program, and match a particular student's skills with the results of the Inventory. Use this information to generate instructional support areas for the vocational component of the IEP.

IN-SERVICE ASSIGNMENT
Module 5

Team/Group Activity

1. Within the strategies section of this module are four basic considerations in establishing a coordinated student monitoring system. These are:

   A. Specify student assessment/monitoring areas;

   B. Determine assessment procedures;

   C. Determine the frequency of assessments; and

   D. Identify personnel responsibilities.

   Use these considerations in setting up a progress monitoring system for a student in a specific vocational education program.

Individual Activity

2. For one student who has a designated special services plan (*Module 4*), determine specific areas in which student progress will be monitored in the vocational education program.
3. Adapt or design a rating scale or a checklist for observing student performance on a particular task important in a vocational program. Try it out with one student and report on its usefulness.
4. Using the procedures and examples within this module, design an aimline for one student and use it in tracking her/his progress over time.
5. Adapt the sample service delivery report in Table 4 or select a similar instrument and use it in monitoring the special services provided to one student in a vocational program.

IN-SERVICE ASSIGNMENT
Module 6

Complete one of the two activities below which would best assist you and your school district in developing a joint vocational/special education transitional services effort.

1. As a team, select two or three handicapped vocational education students who are scheduled to graduate at the end of the school year, and collaboratively develop an ITP.
2. Identify a sample of 10 to 15 former vocational education students who were on IEPs, and conduct a brief, informal student follow-up examining their perceptions of the quality of their participation for the adult world, and the quality of any adult services they have received since graduation.

IN-SERVICE ASSIGNMENT
Module 7

Listed below are three evaluation activities. After reviewing this list and consulting with your instructor, select and complete one of these activities.

1. Complete the first two steps listed in the procedures section of this module. The resulting product of this activity should be a plan for evaluating CBVA in your district. This plan should outline the following elements:
    A. Key questions or items to be addressed in the evaluation.
    B. Identification of sources of evaluation information.
    C. Instruments to be used to collect necessary information.
    D. Personnel (by position) who should be involved in organizing and conducting the evaluation in your district.
2. Using the instrument development procedures suggested in Table 2 of this module, prepare an instrument for use in evaluating the CBVA process in your district. Submit this instrument to your instructor along with a brief summary of the procedures used in developing this instrument.
3. Examine the systems or approaches presently being used in your district to evaluate special education and vocational education programs. After examining each, determine how an evaluation of a CBVA process could be integrated into one of the existing systems. Prepare a report which summarizes the structure of this evaluation approach and shows how the CBVA process could become part of this approach. Organize this report as a proposal to an administrator in your district for accomplishing this change.

Reference E
Sample Preservice Course Syllabus

COURSE TITLE:	Curriculum-Based Vocational Assessment for Students with Special Needs
COURSE NUMBERS:	EDSP 295/VOTC 295
INSTRUCTOR:	Brian Cobb, Assistant Professor, Department of Special Education, 405A Waterman Building, University of Vermont, Burlington, VT 05405; Tel. 656-1351
CREDITS:	Three
COURSE DATES/TIMES:	Tuesdays: 4:30-7:30 p.m.; January 26-May 10, 1988; 409 Waterman Building
REQUIRED READINGS:	Selected articles, chapters, and a series of training modules assigned by instructor

Student Competencies

By successfully completing this course, the student will:

1. Demonstrate knowledge of the processes and assumptions underlying curriculum-based vocational assessment and how they are suited to implement the assessment mandates in the Carl Perkins Vocational Education Act of 1984;
2. Demonstrate an understanding of the major instruments needed to conduct curriculum based vocational assessment and how to interpret results within the context of regular vocational education programs;
3. Demonstrate knowledge of the steps needed to establish a systematic curriculum based vocational assessment process in the schools;
4. Demonstrate an understanding of the similarities and differences between traditional vocational evaluation and curriculum-based vocational assessment;
5. Develop a local plan to implement curriculum-based vocational assessment in his/her school; and
6. Implement various types of curriculum-based vocational assessment in educational and training environments.

Syllabus **Page 2**
EDSP/VOTC 295

Major Course Requirements

1. Pre-service Assignment #1 (Team Activity)
2. Pre-service Assignment #2 (Individual Activity)
3. Pre-service Assignment #3 (Individual Activity)
4. CBVA Module Evaluations (7) (Individual Activity)
5. Discussion questions

Requirements Explanation

1. Pre-service Assignment #1: This assignment is a team activity to be completed by teams of classroom participants ranging in size from one to three individuals. Specific directions for completing this assignment can be found on pp. 20-22 of CBVA *Module 1*. This assignment is due on February 23. Criteria to be used by the instructor to evaluate the quality of this assignment can be found on the Product Assessment Checklist that is a part of CBVA *Module 1*.
2. Pre-service Assignment #2: This assignment is to be completed individually by each class participant. Directions for completing this assignment can be found on page 23 of CBVA *Module 1*. This assignment is due on May 10, and will be evaluated by the instructor through the use of the same Product Assessment Checklist discussed for Assignment #1.
3. Pre-service Assignment #3: CBVA *Modules 2-7* each contain one or more pre-service assignment(s) at the very end of the module. Based on your present needs and interests, as well as those of your agency or school, select one module and complete the pre-service assignment(s). Again, the instructions for completing the assignment and the evaluation criteria to be used to evaluate its quality are contained in each module. This assignment is due on May 10.
4. CBVA Module Evaluation (7): Each of the seven modules you will read in this course contains an evaluation form which you must complete. These forms will then be mailed to the developers of the CBVA training system and will help them to improve the system. Please be complete and thorough in your evaluation comments. Each module evaluation is due the week after it has been assigned as a reading (e.g. *Module 1* evaluation is due February 9).

Syllabus **Page 3**
EDSP/VOTC 295

5. Discussion Questions: Approximately 3 - 4 times during the semester, you will be required to lead a discussion around the topics contained in the Discussion Questions section of each of the CBVA modules. The instructor will assign you your particular discussion question. In addition to leading the discussion, you must turn in a 1-2 page typed narrative highlighting the important points you intend to make as you lead the discussion.

Grading

1. Pre-service Assignment #1	10%
2. Pre-service Assignment #2	15%
3. Pre-service Assignment #3	15%
4. CBVA Module Evaluations	15%
5. Discussion Questions	15%
6. Attendance/timely completion of assignments	10%
7. Participation/ discussion	10%
8. Final Examination	10%
	100%

Grading System

The standard University of Vermont grading system will be utilized. More specifically, the following point distributions will determine final grades:

A+ = 97 - 100	B+ = 87 - 89	C+ = 77 - 79
A = 94 - 96	B = 84 - 86	C = 74 - 76
A- = 90 - 93	B- = 80 - 83	C- = 70 - 73

Recognition for accuracy, meeting required timelines, and professional appearance of products will all be considered in determination of grades for this course. Students are expected to complete all assigned readings and actively participate in each class.

Syllabus **Page 4**
EDSP/VOTC 295

Schedule of Seminars

Class #	Date	Topics
1	1/26	Registration
		Introductions
		Overview of course and syllabus
		Review of Perkins assessment mandate
		Discussion of characteristics and assumptions of curriculum-based assessment
	Readings:	Cobb & Larkin (1985)
		Deno (1985)
		Albright & Cobb (1987)
2	2/2	Review of curriculum-based assessment technology and relationship to vocational education
		Review of CBVA and differences from traditional vocational evaluation
		Review of purposes and questions of CBVA
	Readings:	Albright & Cobb (*Interchange*, 1987)
		Ianacone & Leconte (1986)
		CBVA *Module #1*
3	2/9	Discussion of CBVA Module System
		Discussion of technical concepts in assessment (overview)
		Individual presentations of discussion questions
	Readings:	Carmines & Zeller (1979) "Chapters 2 & 4"
4	2/16	Finish individual presentations of discussion questions
		Continue of discussion and exercises on validity and reliability assessment
	Readings:	CBVA *Module #2*

Syllabus **Page 5**
EDSP/VOTC 295

5	2/23	Finish discussion and exercises on reliability and validity assessment
		Individual presentations of discussion questions
	Readings:	CBVA *Module #3*
		Chapter 4 - Qualitative Interviewing
		Chapter 7 - In-depth Interviewing
6	3/1	Presentation on interviewing techniques
		Individual presentations of discussion questions
		Discussion of Cornell Test of Basic Skills and Generalizeable Skills Tests
	Readings:	Greenan (1986)
		Hill (1986)
7	3/8	Continued individual presentations of discussion questions
		Exercises with Cornell Test of Basic Skills
	Readings:	CBVA *Module #4*
	3/15	NO CLASS - SPRING RECESS
8	3/22	Presentation on informal assessment and ecological assessment
		Exercises with ecological assessment instrumentation
		Individual presentations of discussion questions
	Readings:	Handouts on checklist and rating scale development
9	3/29	Continued individual presentations of discussion questions
		Exercises with checklists and rating scales
	Readings:	CBVA *Module #5*
		Blankenship (1985)
		Rosenberg & Sindelar (1983)

Syllabus
EDSP/VOTC 295
Page 6

10	4/5	Presentation on direct observation techniques
		Individual presentations of discussion questions
		Exercises with direct observation techniques
	Readings:	Deno & Mirkin (1977)
		Vasa (1980)
11	4/12	Presentation on data-based instructional decision making
		Exercise on data-based instructional decision making
		Discussion on grading and evaluation procedures
	Readings:	CBVA *Module #6*
		Gaylord-Ross (1986)
		Handout - "Individual and Job Skills Summaries"
12	4/19	Presentation on assessing transitional services
		Individual presentation of discussion questions
		Presentation on use of Individual and Job Skills Summaries
	Readings:	CBVA *Module #7*
		Albright (1986)
13	4/26	Presentation on program evaluation
		Individual presentations of discussion questions
	Readings:	None
14	5/3	Presentations - "Pre-service Assignment #1"
		Review of course content for final examination
	Readings:	Review for final examination
15	5/10	Final examination
		Course Evaluations

Syllabus Readings

Albright, L. (1986). "Program evaluation and generalizable skills instruction." *Journal for Vocational Special Needs Education*, 9(1) 39-42.

Albright, L., & Cobb, R. B. (1987). "A model to prepare vocational educators and support services personnel in curriculum-based assessment. *Interchange*, 7(4), 2-6.

Albright, L., & Cobb, R. B. (1988). "Curriculum-based vocational assessment: A concept whose time has come." *Journal for Vocational Special Needs Education*, 10(2), 13-16.

Blankenship, C. S. (1985). "Using curriculum-based assessment data to make instructional decisions." *Exceptional Children*, 52(3) 233-238.

Carmines, E. G., & Zeller, R. A. (1979). *Reliability and Validity Assessment* (Sage University paper series on Quantitative Applications in the Social Sciences #07-017). Beverly Hills, CA: Sage Publications.

Cobb, R. B. , E Larkin, D. (1985). "Assessment and placement of handicapped pupils into secondary vocational education programs." *Focus on Exceptional Children*, 17(7), 1-14.

Deno, S. (1985). "Curriculum-based measurement: The emerging alternative." *Exceptional Children*, 52(3), 219-232.

Deno, S. , & Mirkin, P. (1977). *Data-based program modification: A manual.*

Gaylord-Ross, R. (1986). "The role of assessment in transitional, supported employment." *Career Development for Exceptional Individuals*, 9(2), 129-134.

Greenan, J. P. (1986). "Curriculum and assessment in generalizable skills instruction." *Journal for Vocational Special Needs Education*, 9(1), 3-10.

Ianacone, R. N., & Leconte, P. J. (1986). "Curriculum-based vocational assessment: A viable response to a school-based service delivery issue." *Career Development for Exceptional Individuals*, 9(2), 113-120.

Patton, M. Q. (1980). *Qualitative evaluation methods.* Beverly Hills, CA: Sage Publications.

Vasa, S. F. (1980, February). *Alternative procedures for grading handicapped students in the secondary schools.* (Unpublished manuscript).

Reference F
Preservice Assignments

PRESERVICE ASSIGNMENT #1:
Team Activity

In order to perform curriculum-based vocational assessment processes, one must be familiar with the various curricula on which these processes will be based. "Curriculum," in this assignment, includes the vocational training and specialized service options available to disabled students at both secondary and post-secondary levels. The purpose of this team assignment is to explore the range of vocational education and training programs and supporting specialized services in your community across three objectives:

Objective 1: The curricular offerings (programs at secondary and post-secondary levels;

Objective 2: The eligibility criteria entry-level skills, and specialized supportive services associated with entry into and ongoing maintenance in these offerings; and

Objective 3: The procedures used to communicate information about these programs and services to disabled individuals and/or their parents or guardian.

More detailed information about completing this team activity can be found on the attached instruction sheets. N.B. It is recommended that the team consist, as much as possible, of individuals from the same service delivery area. Team size, however, must be limited to no more than three members.

Instruction Sheet for Assignment #1

Step 1: As a team, identify the names of the agencies which exist in the following settings:

- Secondary vocational programs at regional centers;
- Secondary vocational programs at high schools;
- Community colleges;
- Area vocational-technical institutes;
- Proprietary schools;
- Public training programs for adults (i.e., JTPA, DD/MH/MR);
- Supported/transitional employment programs;
- Apprenticeship programs in public and private settings;

- Rehabilitation centers/programs;
- Others.

Step 2: As a team, determine which team members will be responsible for examining specific agencies identified in Step 1. Each team member must examine an agency in no less than two settings noted in Step 1. For example, a secondary vocational special needs resource teacher might assume responsibility for examining his/her own agency, as well as a community college or rehabilitation program setting.

Step 3: Using the Reporting Guide that appears on the following pages, review the specific programs and services within each agency.

Step 4: Assemble individual team member Reporting Guides into a single group report.

Step 5: As a team, organize a 15 minute class presentation summarizing the major findings of this assignment. In preparing this presentation, address questions such as the following:

A. What is diversity of programs and services? (e.g., number of program types, age range and severity of disabling condition of persons served);

B. How specific are eligibility criteria for vocational/employment program entry?

C. How extensive are specialized services in differing programs?

D. How thorough are procedures for communicating information about these programs to potential disabled participants?

Reporting Guide

Team Member

Name: _____

Agency Name and

Address: _____

_____

_____

_____

Agency Contact Person: _____

(Position) _____

(Telephone No.) _____ _____

List (or attach a listing) of:

1. Specific programs offered;
2. Eligibility criteria for these programs and any other prerequisite skills for entry into these programs;
3. Specialized support services (e.g., counseling, tutorial, interpreter) to assist disabled individuals succeed in these programs; and
4. Procedures used to communicate information about the programs and services to disabled individuals, and/or their parents/guardians.

PRESERVICE ASSIGNMENT #2
Individual Activity

Survey of Vocational Assessment Practices in Your Agency

The purpose of this assignment is to examine vocational assessment practices in your agency. This review is to be completed as you move through *Modules 3-6* of the "Curriculum-Based Vocational Assessment Training Package." Complete a 1-2 page narrative around each of the following survey questions:

1. How are individuals with handicaps presently assessed for placement into vocational education or employment training programs in your agency?
2. What are the assessment practices presently being used to plan the nature and intensity of supportive services for individuals with handicaps in those programs?
3. How is the progress of students with handicaps assessed (or monitored) as they move through these programs?
4. As students near completion of their programs, how is the need for transitional support services in subsequent training and employment settings assessed?

PRESERVICE ASSIGNMENT #3
Individual Activity

1. Your course instructor has a listing of assignments for *Modules 1-7* (Reference D in *Trainer's Manual*). Based upon your present professional position, select one module appropriate for your involvement in CBVA and complete one of the assignments indicated for this module. For example, if you are presently a vocational counselor, you may target Part II of *Module 1, Module 3* or *Module 7* as your area for completing an assignment.

Bibliography

Albright, L. (1986). "Program evaluation and generalizable skills instruction." *Journal for Vocational Special Needs Education*, 9(1), 39-42.

Albright, L. (1986). *Vocational education for the disadvantaged and handicapped: A guide to program administration.* Arlington, VA: American Vocational Association.

Albright, L. & Cobb, R. B. (1987). "A model to prepare vocational educators and support services personnel in curriculum-based assessment." *Interchange*, 7(4), 2-6.

Albright, L. & Cobb, R. B. (1988). "Curriculum-based vocational assessment: A concept whose time has come." *Journal for Vocational Special Needs Education*, 10(2), 13-16.

Blankenship, C. S. (1985). "Using curriculum-based assessment data to make instructional decisions." *Exceptional Children*, 52(3), 233-238.

Borg, W. R. (1987). *Applying educational research: A practical guide for teachers* (2nd ed.). New York: Longman.

Botterbusch, K. (1982). *A comparison of commercial vocational evaluation systems* (2nd ed.). Menonomie: University of Wisconsin, Materials Development Center.

Brody, R. (1982). *Problem solving: Concepts and methods for community organizations.* New York: Human Sciences Press.

Carmines, E. G. & Zeller, R. A. (1979). *Reliability and validity assessment* (Sage University paper series on Quantitative Applications in the Social Sciences #07- 017). Beverley Hills, CA: Sage Publications.

Cobb, R. B. (1981). "Vocational assessment of the special needs learner: The utility of commercial work sampling systems." *Journal for Vocational Special Needs Education*, 3(3) 30-32.

Cobb, R. B. (1983). "A curriculum-based approach to vocational assessment." *Teaching Exceptional Children*, 15(9), 216-219.

Cobb, R. B. & Danehey, A. (1986). "Transitional vocational assessment: A model for students with handicaps." *Journal for Vocational Special Needs Education*, 8(2), 3-7, 12.

Cobb, R. B. & Larkin, D. (1985). "Assessment and placement of handicapped pupils into secondary vocational education programs. *Focus on Exceptional Children*, 17(7), 1-14.

Deno, S. (1985). "Curriculum-based measurement: The emerging alternative." *Exceptional Children*, 52(3), 219-232.

Deno, S. & Fuchs, L. S. (1987). "Developing curriculum-based measurement systems for data-based special education problem solving." *Focus on Exceptional Children*, 19(8), 1-16.

Deno, S. & Mirkin, P. (1977). *Data-based program modification: A manual.* Minneapolis, MN: University of Minnesota, Department of Special Education.

Erekson, R. C. & Wentling, T. L. (1976). *Measuring student growth: Techniques and procedures for occupational education.* Boston: Allyn & Bacon.

Fuchs, L. S. & Fuchs, D. (1986). "Effects of systematic formative evaluation: A meta-analysis." *Exceptional Children*, 53(3), 199-208.

Fullan, M. (1982). *The meaning of educational change.* New York: Teachers College Press.

Gaylord-Ross, R. (1986). "The role of assessment in transitional, supported employment." *Career Development for Exceptional Individuals*, 9(2), 3-10.

Germann, G. & Tindall, G. (1985). "An application of curriculum-based assessment. The use of direct and repeated measurement." *Exceptional Children*, 52(3), 244-265.

Glascoe, F. P. & Levy, S. M. (1985). "A multi-dimensional, observational approach to vocational assessment and placement." *Career Development for Exceptional Individuals*, 8(2), 73-79.

Glass, G. V. (1983). "Effectiveness of special education." *Policy Studies Review* (Special), 2(4), 65-78.

Glatthorn, A. A. (1987). "Cooperative professional development: Peer-centered options for teacher growth." *Educational Leadership*, 45(3), 31-35.

Greenan, J. P. (1986). "Curriculum and assessment in generalizable skills instruction." *Journal for Vocational Special Needs Education*, 9(1), 3-10.

Halpern, A. S., Lehmann, J. P., Irvin, L. K., & Heiry, T. J. (1983). *Contemporary assessment for mentally retarded adolescents and adults.* Baltimore: University Park Press.

Hasazi, S. B. & Cobb, R. B. (1988). "Education and training for employment of persons with mild handicaps." In R. Gaylord-Ross (Ed.), *Vocational education for persons with special needs.* Palo Alto, CA: Mayfield Publishing Company.

Henshaw, J., Wilson, C., & Morefield, J. (1987). "Seeing clearly: The school as the unit of change." In J. I. Goodlad (Ed.), *The Ecology of School Renewal* (Eighty-sixth Yearbook of the National Society for the Study of Education). Chicago: University of Chicago Press.

Hursh, N. C. & Kerns, A. F. (1988). *Vocational evaluation in special education.* Boston: Little, Brown & Co.

Ianacone, R. N. & Leconte, P. J. (1986). "Curriculum-based vocational assessment: A viable response to a school-based service delivery issue. *Career Development for Exceptional Individuals*, 9(2), 113-120.

Jenkins, J. & Pany, D. (1978). "Standardized achievement tests: How useful for special education?" *Exceptional Children*, 44(5), 448-453.

Kline, W. A. (1987). "A collegial approach to developing leadership." *Educational Leadership*, 45(3), 70-71.

Marston, D., Deno, S., & Mirkin, P. (1984), "Curriculum-based measurement: An alternative to traditional screening, referral, and identification." *Journal of Special Education*, 18(2), 109-117.

Minnesota Vocational Assessment Guidebook Development Team. (1986, December). *Vocational assessment: A guide for improving vocational programming for special needs youth.* Bemidji, MN: Bemidji State University, Center for Vocational Education.

National Association of State Directors of Special Education. (1978). *Writing individualized assessment reports in special education: A resource manual.* Washington, DC: Author.

Patton, M. Q. (1980). *Qualitative evaluation methods*. Beverly Hills, CA: Sage Publications.

Peterson, M. (1986). *Vocational assessment of special students: A procedural guide.* Starkville, MS: Voc-Aim Publications.

Porter, M. E. & Stodden, R. A. (1986). "A curriculum-based vocational assessment procedure: Addressing the school-to-work transition needs of secondary schools." *Career Development for Exceptional Individuals* 9(2), 121-128.

Salvia, J. & Ysseldyke, J. E. (1988). *Assessment in special and remedial education* (4th ed.). Boston: Houghton Mifflin.

Sarkees, M. D. & Scott, J. L. (1985). *Vocational special needs* (2nd ed.). Alsip, IL: American Technical Publishers.

Sher, B. (1979). *Wishcraft*. New York: Ballantine Books.

Sitlington, P. (1979). "Vocational assessment and programming of the handicapped." *Focus on Exceptional Children*, 12(4), 1-12.

Sitlington, P. & Wimmer, D. (1978). "Vocational assessment techniques for the handicapped adolescent." *Career Development for Exceptional Individuals*, 1(2), 74-87.

Snyder, K. J. & Giella, M. (1987). "Developing principal's problem solving capacities." *Educational Leadership*, 45 (1), 38-41.

Squires, D. A., Huitt, W. G., & Segars, J. K. (n.d.). *Effective schools: A research-based perspective.* Alexandria, VA: Association for Supervision and Curriculum Development.

Stodden, R. A. & Boone, R. (1986). "The role of vocational educators in planning vocational assessment activities for handicapped students." *Journal for Vocational Special Needs Education*, 8(3), 23-27.

Stodden, R. A. & Ianacone, R. N. (1981). "Career/vocational assessment of the special needs individual: A conceptual model." *Exceptional Children*, 47(7), 600-609.

Stodden, R. A., Ianacone, R. N., Boone, R. M. & Bisconer, S. W. (1987). *Curriculum-based vocational assessment: A guide for addressing youth with special needs.* Honolulu, HI: Centre Publications, International Education Corp.

Tucker, J. A. (1985). "Curriculum-based assessment: An introduction." *Exceptional Children*, 52(3), 199-204.

Vasa, S. F. (1980, February). *Alternative procedures for grading handicapped students in the secondary schools.* Unpublished manuscript, University of Nebraska, Department of Special Education, Lincoln, NE.

Ysseldyke, J. W. & Mirkin, P. E. (1982). "The use of assessment information to plan instructional interventions: A review of research." In M. R. Reynolds & T. B. Gutkin (Eds.), *The Handbook of School Psychology*. New York: John Wiley & Sons.

Order Form OF1288
Curriculum-Based Vocational Assessment Modules

Quantity	Item	Member Price	Non-Member Price	Total
_____	Module Package (Includes Modules 1-7 plus binder)	$45.00	$49.00	_____
_____	Trainer's Manual	$19.95	$21.95	_____
_____	Individual Module	$10.95	$11.95	_____

SHIPPING/HANDLING

Order Amount	Add
$0-$35.00	$3.50
$35.01-$100.00	10%
$100.01-$200	8%
$200.01-above	5%

DISCOUNT POLICY

Purchase	Discount
10-19 copies/sets	10%
20-99 copies/sets	20%
100+ copies/sets	30%

Sub-Total _____

Sales Tax (VA residents add 4.5%) _____

Shipping/Handling _____

Total _____

Membership Number: _____

Name: _____

School/Org. _____

Address _____

City _____ State _____ Zip _____

Method of Payment:

☐ Check/M.O.

☐ Purchase Order—# _____

☐ Visa ☐ MasterCard

Card # _____ Exp. Date _____

Signature _____

Send to:

American Vocational Association
1410 King Street
Alexandria, VA 22314

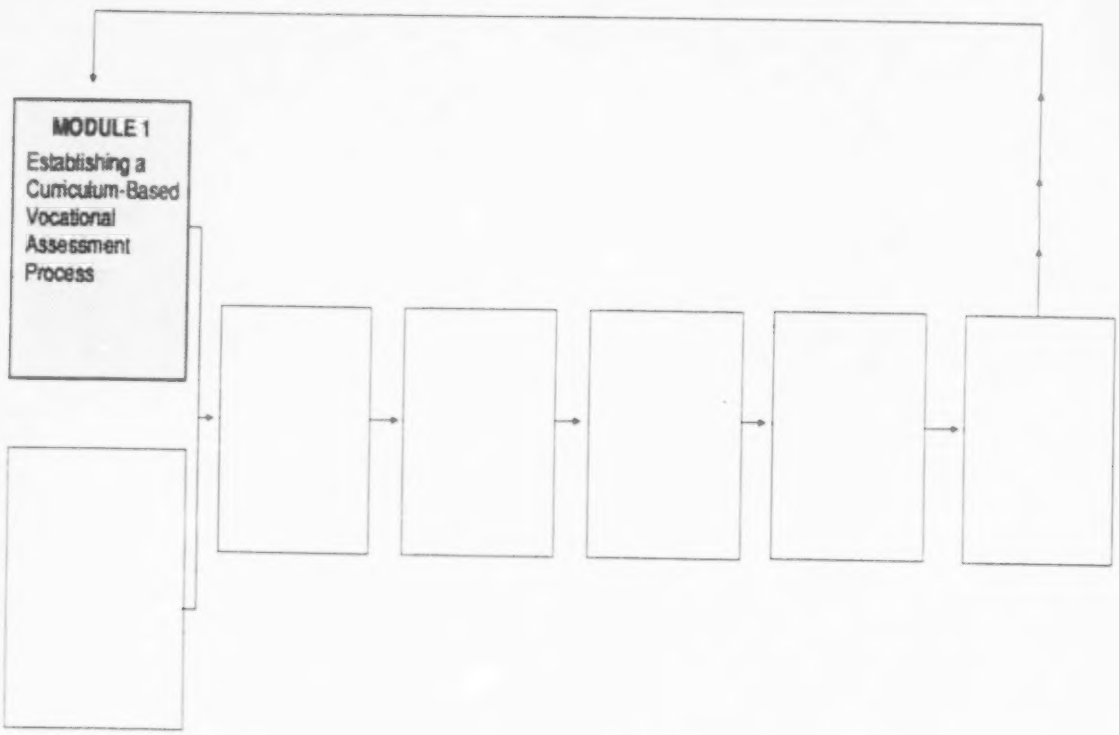
Assessment of Students with Handicaps in Vocational Education: A Curriculum-Based Approach

1. Establishing a Curriculum-Based Vocational Assessment Process
2. Understanding Curriculum-Based Vocational Assessment: Purposes and Characteristics
3. Placing Students in Vocational Education Programs
4. Planning a Student's Vocational Education Program
5. Monitoring a Student's Progress in the Vocational Education Program
6. Planning Transitional Services
7. Evaluating the Curriculum-Based Vocational Assessment Process

BEST COPY AVAILABLE

Assessment of Students with Handicaps in Vocational Education: A Curriculum-Based Approach

Module 1



Establishing a Curriculum-Based Vocational Assessment Process

Module #1

Assessment of Students with Handicaps in Vocational Education: A Curriculum-Based Approach[1, 2]

Prepared by

Leonard Albright
California State University, Long Beach

and

R. Brian Cobb
Colorado State University

[1]This module and the companion training modules are published by the American Vocational Association, 1410 King Street, Alexandria, VA 22314.

[2]The materials developed for this training system were made possible through a special projects grant from the Office of Special Education and Rehabilitative Services, United States Department of Education (G008630057). However, no endorsement by the U.S. Department of Education should be inferred.

Copyright © 1988 LEONARD ALBRIGHT AND R. BRIAN COBB, Garden Grove, California. All rights reserved. No part of this publication may be stored in a retrieval system, transmitted, or reproduced in any way, including but not limited to photocopy, photograph, magnetic or other record, without the prior agreement and written permission of the authors.

Table of Contents
Module #1

	Page
Goal and Competencies	1
Introduction	2
Part I: Teaming to Implement a CBVA Process	3
Introduction	3
Guidelines for Implementing Change	4
Strategies	5
Step 1: Clarify Perceptions of Need for Vocational Assessment	6
Step 2: Develop a Problem Statement	6
Step 3: Develop Needs Statements for Different Personnel	7
Step 4: Learn the Characteristics and Qualities of CBVA	8
Step 5: Develop Goals and Objectives for Implementing CBVA	8
Step 6: Develop Action Plans for Each Objective	9
Step 7: Identify Constraints and Incentives Needed to Implement Action Plans	9
Step 8: Field-Test Action Plans	10
Step 9: Implement Action Plans and Monitor Effects	10
Part II: Communicating Program Options in Vocational Education	11
Introduction	11
Strategies	12
Types of Program Information Needed	12
Activities for Communicating Program Information	12
Targeted Audiences	13
Summary	14
References	15
Example Document #1: CBVA Action Plan Instrument	17
Example Document #2: Methods for Providing Information	19

Module 1
Establishing a CBVA Process

GOAL:

Upon completion of this module, you will have an understanding of:

1. The steps and considerations necessary to establish a curriculum-based vocational assessment (CBVA) process; and
2. How best to communicate the full range of vocational education programs and special services available to students with handicaps in your school district.

COMPETENCIES:

To establish a CBVA process in a local setting, you should demonstrate:

1. Knowledge of the major components of a CBVA process and how these components interrelate;
2. Skills in identifying and analyzing existing vocational assessment practices in the local district;
3. Collaborative participation in the development and implementation of a plan for improving assessment services for students with handicaps; and
4. Knowledge of vocational education programs and special services present in the school district.

Introduction

This module consists of two separate but related parts. Part I provides guidelines for you and your team members to use in setting up a curriculum-based vocational assessment process. Specific steps to follow in determining assessment practices and needs in your district are provided. An important outcome of this team activity will be a plan of action for expanding and improving assessment services for students with handicaps in your vocational education programs. This plan of action will also serve as a basis for identifying particular modules in the rest of the training system that address specific needs in your district.

Part II of this module is focused on information and procedures for ensuring that students with handicaps and their parents are informed and knowledgeable about the programs available through vocational education in your district. As a result of completing this section, you will become more knowledgeable about this relatively new service delivery requirement and about the full range of vocational education and special service options present in your district. As a team member in establishing a CBVA process, this information will be very helpful to you in determining how to integrate different assessment activities across all types of vocational programs in your district.

Part I: Teaming to Implement a CBVA Process

Introduction

Part I of this module is concerned with the process of establishing a new educational process in your school or district. It assumes that there are likely to be one of two scenarios in your school or school district:

1. No current well-defined vocational assessment process is in place in your district, and there is some level of administrative and support services commitment to establish a CBVA approach; or
2. A more traditional vocational evaluation approach to vocational assessment is in place and there is some level of administrative and support services commitment to change to a CBVA approach.

In either case, it should be evident that implementing a CBVA system is going to require a change in the way services are delivered to students with handicaps in your district. This is because CBVA is a comprehensive process, not just a one-time testing program. Since it is a process, occurring throughout a student's vocational education experience, CBVA requires support and input from multiple staff persons in the district, including administrators, counselors, teachers, and support services staff. Consequently, moving to a CBVA model will call upon some individuals to change the way they teach or provide support services, or even the way they think about teaching and supporting students. This requires group dynamics; it requires a systems change approach to working with groups. That is how Part I of this module is designed to help you.

The difficulty in changing a school system toward a CBVA process is likely to vary greatly depending upon a variety of factors including administrative and teacher support, availability of funds, staff expertise, and commitment to alternative models of assessment. Based on the field-testing of this training program in several diverse settings, however, there appear to be several fundamental requirements that must be met in order for a district to begin to adopt a CBVA approach. First, someone must take ownership of the process in the district. Without a firm advocate for this approach, its future is not likely to be great. It is assumed that someone exists in your district who fulfills this advocacy role, most likely a support services staff person or a district trainer.

Second, this advocate must be familiar with the district's ongoing assessment processes in vocational education, and with the vocational cur-

riculum options in the district. Again, it is assumed that this support services staff person is familiar with the vocational curricula, or is in a position to become familiar with it as you begin to implement CBVA.

Finally, the district administration must have made a commitment to expending resources and staff time to an assessment process. CBVA, like more traditional vocational evaluation processes, requires resources and personnel. It requires them in a different configuration, but it requires them nonetheless. The district trainer and/or CBVA system advocate in your school district will need to devote a substantial amount of time in preparing the various personnel in the district for the elements of the CBVA process contained in the subsequent training modules in this series. He or she will likely serve as the group leader, initiate meetings, prepare agendas, secure district commitments, arrange for incentives for staff to participate in the CBVA implementation process, and follow through on local planning.

Guidelines for Implementing Change

Fullan (1982, pp. 178-179) discusses six guidelines to follow to implement change in your school. It is important for you to be aware of these guidelines in order to assist your district trainer/advocate in following them on through the change process. These guidelines have been adapted to a CBVA context and are discussed briefly below:

1. Choose a vocational classroom or group of classrooms which have personnel who are enthusiastic about change, and who see the need for it. Do not expect wholesale adoption of change by all vocational program areas. Start small with one or a few programs and use their successes as a model for the remainder of the faculty.

2. Develop the capacity of this nucleus of staff to lead the change. Ensure that adequate training exists to help staff understand the dynamics of CBVA, and that peer support systems are developed to encourage and maintain the use of CBVA through its most difficult beginning periods.

3. Provide the necessary resources to support the adoption of change to a CBVA system. Incentives must be provided, along with a clear understanding that "this time, change is for real." Without such support and understanding, instructors and support personnel may assume that this is just another fad, and enthusiasm may

fade quickly after the initial intensity of the training period is over.

4. Develop a clear procedure for implementing the change. This requires group planning and a detailed documentation of activities, timelines, outcomes, and personnel responsible. A series of steps to develop such a procedure follows this introduction to Part I.

5. Recognize that the implementation of a plan is, in itself, a difficult process. Problems in changing district vocational assessment policies and practices do not stop with the development of a plan to implement CBVA. Continued support by administration and CBVA system advocates to vocational teachers and support personnel must be maintained in order to sustain the momentum of the CBVA implementation.

6. Monitor the process closely after initial successes with implementing the plan. Traditional practices in school districts are tremendously resilient and resistant to change even when staff recognize the merits of changing those practices. The most effective technique for monitoring changed practices is to develop and maintain cooperative groups of teachers and support staff whose purpose is to systematically and continually communicate the effects of changed practices with other district personnel, both horizontally (across teachers) and vertically (to administration and parents).

Strategies

Brody (1982, pp. 208-212) provides a detailed checklist of questions to consider as groups of staff persons in a school decide to engage in changing an educational process in their system. In addition, Kingsbury (1988), functioning in the role as a district trainer, provided a list of steps to follow as he worked with a field-test site in the development of these CBVA training materials. These two sources of information have been collapsed together and displayed in a series of steps for you and your team members to follow in developing your CBVA process. In addition, you may want to consult Ianacone and Leconte (1986), and Rosenfield and Rubinson (1985) for other considerations in the systems change process of introducing curriculum-based assessment in your school.

Step 1: Clarify Perceptions of Need for Vocational Assessment

It is important at the outset to gain an understanding of your administrator's perceptions of the need for the school's vocational assessment, as well as the perceptions of teachers and support staff of those assessment responsibilities. This will involve clarifying assessment terminology, gaining different staff perspectives on the nature of ongoing vocational assessment activities, and the scope of those activities. The outcome of Step 1 should be a mission statement identifying the school's responsibilities relative to vocational assessment of students with handicaps. The following procedures are recommended to achieve this outcome:

A. Interview a group of individuals including administrators, counselors, key vocational teachers, and support staff to determine the school's vocational assessment mission;

B. As a group, develop a mission statement if one does not exist;

C. Circulate the mission statement (either the one your group has developed or an existing one) to verify its comprehensiveness and accuracy.

Step 2: Develop a Problem Statement

Our experience in field-testing these training modules consistently confirmed two things:

1. Vocational teachers, administrators, and support staff believed that their vocational assessment practices needed upgrading; and
2. Once introduced to the concept of CBVA, these individuals believed that it would help to solve their vocational assessment problem.

However, we also found that different individuals in the same district or school perceived problems with their assessment services differently, with varying perspectives on the same problem. This was due to the fact that different professionals approached the mission and need for vocational assessment from diverse positions in the educational process, and had multiple expectations of the utility of vocational assessment. For example, a vocational administrator may view vocational assessment of students with handicaps as strictly defining those students who are eligible for support services; a guidance counselor may only be interested in identifying

the most appropriate vocational program placement; a special needs staff member may be looking for vocational assessment information to generate goals and objectives on the student's IEP; and a vocational teacher may look to vocational assessment to help monitor the progress of a student with a handicap in his/her program.

Thus, the nature of a district's vocational assessment problem needs defining, including defining terms, establishing perspectives to the problem, and delineating the expectations that vocational assessment is designed to fulfill across different personnel. The outcome of this problem definition process should be a statement that captures the nature and scope of the vocational assessment problems from the multiple perspectives of the individuals involved in the CBVA implementation process. The following procedures are recommended to achieve this outcome:

A. Interview key personnel relative to their views about the strengths and weaknesses of the present vocational assessment process. Then ask them to define what vocational assessment should produce for each of them;

B. Develop a problem statement that attempts to capture as wide a perspective as possible of the different individuals' ideas about vocational assessment needs. An example might be: "Smith High School lacks a vocational assessment process that adequately identifies (1) who the special needs students are before they begin to have difficulty in their vocational program; (2) what curricular or instructional modifications should be in place for them; and (3) how well they are progressing through their program;" and

C. Circulate the problem statement to key individuals in your school for input, clarification, and revision.

Step 3: Develop Needs Statements for Different Personnel

As a variety of professionals provide input into the nature of the vocational assessment problem, a number of differing needs will emerge. Those needs should be collected and organized in order to provide a benchmark against which a CBVA process can be evaluated. As with Steps 1 and 2 above, this step can be accomplished individually by yourself, or collectively through the use of a CBVA team of district individuals who are all participating in one or more of the training modules in this series. The outcome of this step would be a prioritized list of needs statements that should be accommodated by a vocational assessment system.

Step 4: Learn the Characteristics and Qualities of CBVA

At this point, it will be necessary to become familiar with how CBVA can address the general problem identified in Step 2, and the specific assessment needs delineated as an outcome of Step 3. It should be the responsibility of the CBVA advocate or district trainer to provide you with the materials and presentation time you will need to achieve that familiarity. Generally we anticipate this familiarity could be accomplished through a series of presentations and readings from the *Trainer's Manual*, which accompanies *Modules 1-7* of this series, and by reading *Module 2*: "Understanding Curriculum-Based Vocational Assessment: Purposes and Characteristics." The outcome of this step would be a clear idea by you and others involved in this training process of what CBVA is, and how it addresses vocational assessment problems and needs in your school. The following procedures are recommended to achieve this outcome:

A. Attend all presentations on CBVA by your district trainer;

B. Read selected readings and materials from the *Trainer's Manual;*

C. Read Module 2 of this series

D. Prepare a brief paper outlining how CBVA can generally address the problem statement developed through Step 2, and the specific needs statements identified in Step 3.

Step 5: Develop Goals and Objectives for Implementing CBVA

At this time, you and other CBVA team members should have a fairly clear idea of how CBVA can address problems and needs in your school, and some notions of how it might be implemented. At the same time, you should be starting to read and complete assignments from other modules in the series, further solidifying your understanding of the elements of the system. It should then be possible for your team to develop a goal statement for implementing CBVA in your district, and a number of action-oriented objectives to address that goal statement. The outcome of this step will be

the goal(s) and objectives you have developed. Procedures to follow to achieve this outcome would include the following:

A. Brainstorm, as a group, the goal(s) and objectives;

B. Circulate these goal(s) and objectives with other key administrators and faculty members for additional input;

C. Revise your goal(s) and objectives as needed.

Step 6: Develop Action Plans for Each Objective

Each objective identified in Step 5 above should have an action plan associated with it, outlining very specific activities, anticipated beginning and completion dates, products of those activities, and personnel responsible for completing them. Example Document #1 displays a generic action plan format which can be used to complete this step. It is critical that the individuals who are assigned responsibilities on these action plans be involved in their development, either initially as the plans are drafted, or through a review and refinement process. It is also recommended that structured, group planning techniques such as the Nominal Group Technique (Delbecq, Van de Ven, & Gustafson, 1975) or other group techniques (Brody, 1982) be used. By using a structured, group planning process, it will be assured that all members of the CBVA team have an opportunity to share their opinions about how the action plans should emerge. The outcome of this step would then be a finalized sequence of action plans addressing each CBVA objective.

Step 7: Identify Constraints and Incentives Needed to Implement Action Plans

The systems change literature is extremely clear in its discussion of the need to identify constraints to implementing change, and incentives needed to overcome those constraints, Many researchers (c.f. Wade, 1985-86; Showers, Joyce & Bennett, 1987; Rosenfield & Rubinson, 1985; Fullan & Pomfret, 1977; House, 1975) have concurred that such factors as administrative support, cooperative peer support, tangible incentives, and sponsorship by outside agencies/organizations, greatly increase the likelihood of a new educational process being adopted and maintained in a school. By identifying constraints which can undermine achievement of action plans, and incentives which address those constraints, the CBVA team may avert early failures in implementing these plans.

Step 8: Field-Test Action Plans

Although district-wide implementation of the CBVA process is most desirable (Ianacone & Leconte, 1986), long-term success may be more easily realized through starting with small-scale demonstrations of CBVA activity, and letting its reputation facilitate greater adoption across the school or district (Rosenfield & Rubinson, 1985). Thus, as mentioned in the introduction to Part I of this module, start with a single teacher or small nucleus of teachers, and pilot-test the process with them. Action plans and procedural processes can then be developed and refined to streamline the adoption across a wider target group.

Step 9 : Implement Action Plans and Monitor Effects

This last step involves the full-scale implementation of action plans after they have been streamlined through field-testing. It will be necessary to keep a close watch on the implementation of the plans, maintaining flexibility in case goals and objectives change, personnel change, or activities fall behind schedule. Probably most important in this step will be the realization on the part of the CBVA team that change can be very slow, that the need for constant adaptations may arise and should be encouraged, and that successes that are less in scale than originally planned are still successes, not failures.

Part II: Communicating Program Options in Vocational Education[1]

Introduction

The requirement that students with handicaps and their parents be informed of the opportunities available through vocational education first appeared in the Carl D. Perkins Vocational Education Act of 1984 (PL 98-524). This assurance is fairly specific, as noted in an excerpt from the law itself:

> "Each local educational agency shall provide information to handicapped and disadvantaged students and parents of such students concerning the opportunities available in vocational education at least one year before the students enter the grade level in which vocational education programs are first generally available in the state, but in no event later than the beginning of the ninth grade, together with the requirements for eligibility for enrollment in such vocational education programs. (Section 204.)"

Since this requirement is relatively recent, and parents, students, and local CBVA team members alike need to have this information to effectively communicate about instructional program options, this part of Module 1 focuses on three important questions:

1. What types of information about vocational education programs need to be communicated:
2. How can this information best be disseminated to meet the letter and spirit of the law?
3. Who, in addition to students and parents, would benefit from information about vocational education programs?

Strategies relative to each question are presented in the next section.

---

[1]The original field-test version of this section was prepared by Michelle Sarkees and Nick Elksnin. Special thanks are extended to both for their important contribution to this training system.

Strategies

Types of Program Information Needed

Sarkees (1986) has described the types of vocational program information that are necessary for vocational decision-making. These include:

1. A brief description of specific vocational education and training programs available at the local level;
2. Eligibility criteria for specific programs;
3. Admissions procedures for specific programs;
4. Basic skills, knowledge and employability skills that employers expect from entry level workers and how they are a part of vocational education curricula;
5. Job opportunities available with completion of a vocational program or a portion of it (multiple exit points);
6. An approximate amount of time the students will typically spend in vocational education coursework;
7. Examples of methods available to vocational teachers to teach entry level or transferable skills to students (e.g., cooperative education, supervised occupational experiences, simulated work experiences, participation in vocational student organization activities);
8. Special support services available to students with handicaps enrolled in vocational programs; and
9. A name address and phone number of a local contact person.

This information list should be considered minimal, and could be supplemented with other information as necessary.

Activities for Communicating Program Information

An extensive list of methods for disseminating vocational program information is presented in Example Document #2. In reviewing this list, consider the use of a variety of traditional and nontraditional methods to ensure that the information is indeed being received and understood by the intended audiences. This consideration is especially important for individuals who have difficulty with print (e.g., limited English proficient parents, parents with low reading levels, parents who do not usually attend formal school functions or counselor/teacher/IEP meetings).

An excellent avenue for communicating vocational education program options to students with handicaps, and one that many schools are using is through the Individualized Education Program (IEP) process. The annual development, review and revision of a student's IEP is a process that is mandated by federal law (PL 94-142) and currently is in place for all students with handicaps.

Some potential benefits for utilizing the IEP process are that it:

1. Eliminates the need for creating a new process and potential duplication of effort;
2. Insures the inclusion of vocational education on the IEP;
3. Eliminates potential "dumping" of special students into inappropriate vocational programs because each student's program is developed utilizing information concerning: vocational program interest, availability of support services, potential for program modification, current levels of educational performance and individual needs of the student;
4. Provides a yearly mechanism for review;
5. Provides a forum for informed decision making; and
6. Provides due process procedures for the student, parent and school district.

The IEP process is described extensively in the literature (c.f., Turnbull, Strickland, & Brantley, 1982; Sarkees & Scott, 1985; Turnbull & Schultz, 1985). As the IEP is a process that vocational educators have not been primarily involved with, and local procedures vary considerably, familiarization with the IEP process at the local school level is recommended.

Targeted Audiences

Thus far, the information presented has been directed to two primary audiences:

1. Students with handicaps; and
2. Their parents.

However, during the field-testing of this training program, the participants emphasized the value of learning more about the existing vocational programs and special services in their respective districts. Discussion with vocational teachers, special educators, guidance counselors and administrators from the participating schools revealed that by having an up-

to-date and common understanding of the various programs available and their requirements, the participants were better prepared to work on CBVA activities as a team. Thus, it is recommended that vocational administrators plan to communicate vocational program information to teachers and staff within their own facility as well as to potential students and their parents. One excellent technique to accomplish this would be to highlight a vocational program at each weekly or bi-weekly staff meeting, and include a short, standardized presentation by the instructor(s) of their curricular goals, instructional processes, and equipment and laboratory facility.

Summary

This module has been concerned with establishing a CBVA process in your district. In order to do this, information and strategies have been provided to:

A. Assist you with the difficult process of starting an innovative process in a school district; and

B. To find out more about your own programs so you can communicate such information to students and parents, and understand more fully the range of programs which would be included in a CBVA process.

The final segment of information you will need to get started is a thorough understanding of CBVA as a concept, and what it encompasses. *Module 2* is designed to help fulfill that need.

References

Albright, L. (1986). *Vocational education for disadvantaged and handicapped: A guide to program administration.* Arlington, VA: The American Vocational Association.

Brody, R. (1982). *Problem solving: Concepts and methods for community organizations.* New York: Human Sciences Press.

Delbecq, A. L., Van de Ven, A. H., & Gustafson, D. H. (1975). *Group techniques for program planning.* Glenview, IL: Scott, Foresman.

Fullan, M. (1982). *The meaning of educational change.* New York: Teachers College Press.

House, E. (1975). *The politics of educational innovation.* Berkeley, CA: McCutchan.

Ianacone, R. N., & Leconte, P. J. (1986). "Curriculum-based vocational assessment: A viable response to a school-based service delivery issue." *Career Development for Exceptional Individuals*, 9(2), 113-120.

Kingsbury, D. (1988, May). *Summative review report: CBVA field-test program.* Report prepared for CBVA project. Long Beach, CA: California State University, Long Beach, Bureau of Education and Employment-Related Training for Special Populations.

Rosenfield, S., & Rubinson, F. (1985). "Introducing curriculum-based assessment through consultation." *Exceptional Children*, 52(3), 282-287.

Sarkees, M. D. (1986, December). *Communicating vocational options to special needs students and their parents.* Paper presented at the Special Needs Division Symposium on Comprehensive Programming for Special Needs Students, American Vocational Association Convention, Dallas, TX.

Sarkees, M. D., & Scott, J. L. (1985). *Vocational special needs* (2nd Ed.). Alsip, IL: American Technical Publishers.

Schulz, J. B. & Turnbull, A. P. (1984). *Mainstreaming handicapped students:A guide for classroom teachers* (2nd Ed). Boston: Allyn and Bacon, Inc.

Showers, B. , Joyce, B. , & Bennett, B. (1987). "Synthesis of research on staff development: A framework for future study and a state-of-the-art analysis." *Educational Leadership*, 44(3), 77-87.

The Carl Perkins Vocational Education Act (PL 98-524). (October 17, 1984). Washington, DC: US Government Printing Office.

Turnbull, A. P., Strickland, B. B., & Brantley, J. C. (1982). *Developing and implementing individualized education programs* (2nd Ed.). Columbus: Charles E. Merrill Publishing Co.

Wade, R. K. (1985-1986). "What makes a difference in in-service teacher education? A meta-analysis of research." *Educational Leadership*, 42(4), 42-53.

Example Document #1
CBVA Action Plan Instrument

CBVA Action Plan

Objective:

Activities	Product(s) for Each Activity	Start Date	Completion Date	Personnel Responsible

Example Document #2
Methods for Providing Information

Here are some methods for providing information about vocational education opportunities to students with handicaps and their parents[1]:

Activity	Description
Brochures, Flyers and Leaflets	Brochures, flyers and leaflets describing the vocational programs available in the local district. Information should include: 1. Basic program information; 2. Eigibility requirements; 3. Admission policy; 4. Job opportunities; 5. Contact information (name, address, phone); and 6. School policy statement on nondiscrimination.
Career Day	This activity can be set up in a gymnasium, auditorium or in each individual vocational classroom laboratory. Employers and advisory committee members can be available to talk about employment opportunities in the community. Vocational teachers talk to students and parents about program activities, multiple exit points and entry level competencies that students can be prepared for in the vocational program. If the Career Day activity is based in the vocational classroom/laboratory, teachers and students can demonstrate equipment, tools and procedures that represent the program. Programs available for further development of skills at the post-secondary level should be introduced.
Newsletter	A school newsletter can be produced periodically throughout the year to provide updated information on the activities being conducted in each vocational program (e.g.,

[1]Adapted from Sarkees, M. D. (1986, December). *Communicating Vocational Options to Special Needs Students and Their Parents*. Paper presented at the Special Needs Division Symposium on Comprehensive Programming for Special Needs Students, American Vocational Association Convention, Dallas, TX.

Activity	Description
	program highlights, vocational student organization activities/events, contact person for specific program information).
Parent Letter	A letter can be sent to the parents/guardians of every identified handicapped student. The letter should contain, at a minimum: 1. Description of vocational education, available local programs, and possible job opportunities; 2. Admissions requirement; 3. Name, address and phone number of contact person; and 4. Nondiscrimination statement. If there are limited English-proficient populations in the community the letter should be written in the native language spoken in the home. Many districts are sending letters to parents of every eighth grade student. Some districts are asking the parent/guardian to sign the letter and return it to the school.
Video Presentation	Video "spots" about vocational education opportunities can be developed for use on local television stations. These short segments can present information on the goals of vocational education, local secondary programs, employment opportunities available in the community, post-secondary opportunities, a local contact person and phone number. These spots can be produced in the native language spoken in the community to meet the needs of limited English proficient populations. They can also be used for local community groups, PTA meetings, etc.
TV and Radio Spots	Spot announcements and news items can be developed for use on local radio and television stations. Information could focus on the goals of vocational programs, admission requirements, local programs available (secondary and post-secondary) employment opportunities, local contact name, address and phone number. These segments can be done in the native languages spoken in the homes in the community.

Activity	Description
	In addition to short "spots," panel discussions, debates, demonstrations, guest appearances and interviews can be prepared. A nondiscrimination statement should be included in every presentation.
Exploratory Experiences	Students at the middle school level can become involved in exploratory experiences in existing vocational programs. After participating in a number of programs, student responses and preferences can be recorded. A copy of this information, along with programs in which students register a strong interest, can be sent home to the parent/guardian with program descriptions and admission criteria. Another copy should be put in the student file in the guidance office for use in the student/parent conference to plan the student's high school program.
Student Assembly	An assembly can be arranged to include all eighth grade students. Information about local vocational programs can be presented. Vocational teachers and employers can be instrumental in providing specific information on program opportunities, sequence of courses for graduation, skills to be developed in the program, vocational student organization activities, and employment opportunities. Brochures, leaflets, student handbooks, memos or letters can be sent home to parents/guardians after the assembly. Parents can also be invited to be a participant at the assembly.
Counselor Meeting	Many eighth grade students have individual conferences with the counselor and the parent/guardian. During these sessions, the direction the student will take in high school and beyond is usually discussed and mapped out. Results of exploratory experiences in vocational programs, interest inventories and other related information should be presented during the conference. Parents could be invited to visit prospective programs and teachers at this time. Brochures, slide presentations and video "spots" can be used to provide further information after the conference. Counselors can also introduce parents to support personnel who

Activity	Description
	can describe services that are available to the student.
Open House	This can be either school-wide or limited to the vocational programs available in the district. Notification should be made to all parents in the native language spoken in the home, inviting them to attend the open house. At this time, program information can be shared and actual demonstrations can be conducted to show related skills taught in the program. Employers and advisory committee members can also be a part of this event. Support personnel can be present to describe the services available to help students succeed in the program.
Newspaper Releases	News releases and articles can be used to describe vocational program opportunities to parents in the community. Specific information can be provided about program descriptions, eligibility requirements, admission criteria and procedures and the name and number of a local contact. In addition, information can be included about the progress of vocational student organizations on school and communication projects, news from program graduates, recognition of specific student achievements, results of fund raising drives, and new courses or program authorizations.
Presentations by Vocational Teachers	Vocational teachers can visit middle school classes individually or in small teams. They can provide students with information about program opportunities, vocational student organization opportunities, potential employment possibilities, courses to take at the secondary level and post-secondary options. Brochures, leaflets, pamphlets or other information can be passed out for students to take home. Vocational student organization members can accompany the vocational teachers to provide another perspective.
Displays at Places of Public Gatherings	Displays at malls, community centers, fairs, cultural events, church events, etc. can provide information to community members about

Activity	Description
	vocational education opportunities on the secondary and post-secondary level. This information should be printed in the language spoken in the homes of the community members.
"Sidewalk Cafes"	This activity is usually conducted after school hours (evenings, week-ends) and involves small gatherings that meet informally "over coffee" to discuss information about vocational education opportunities. This could occur at a student's home with several neighbors, at a Neighborhood Center, or after a community meeting. Vocational teachers, counselors, special education coordinators and vocational student organization members can all volunteer to take part in this activity. Brochures could be disseminated with a contact name and number for further information.
Presentations to Community Groups	Vocational teachers, special education teachers, counselors, administrators or vocational student organization members can share information about vocational program opportunities to local community groups. Slide tape and video presentations can be incorporated into these activities. General questions can be addressed. Brochures, pamphlets and leaflets can be disseminated. An interpreter should be available to work with limited English-proficient participants.
Student Handbook	A student handbook is usually made available to every eighth grader to provide information about options available at the secondary level. One section of the handbook should describe vocational education as an option for students at the secondary level. At a minimum, this section should include a description of what vocational education is, as well as a brief narrative for each program available at the local level, courses to be taken in high school, admissions procedures, eligibility criteria, and possible employment opportunities.
Telephone Calls to Parents	Special education teachers or counselors can make personal phone calls to the parent/guardian of identified special needs students in the

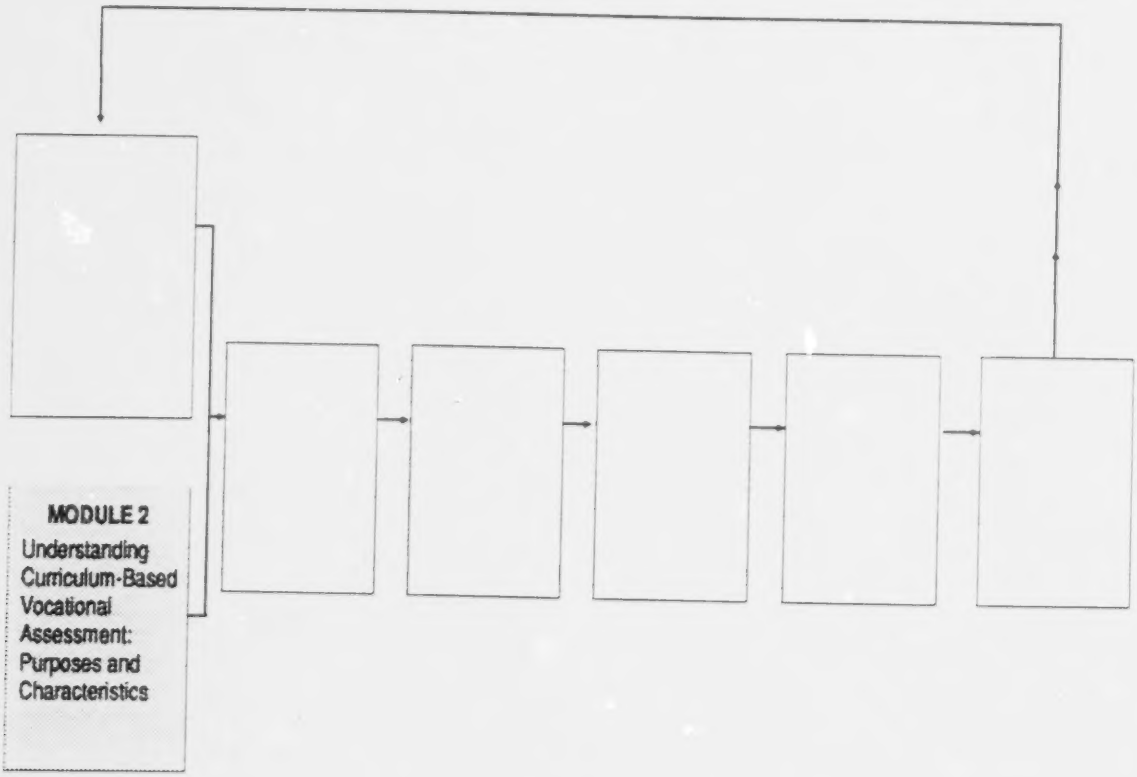
Activity	Description
	eighth grade to discuss the option of vocational education. Specific information should be provided at this time. An invitation can be made for parents to visit the school, teachers, and vocational programs. Interpreters should be available to furnish information for limited English-proficient parents.

Assessment of Students with Handicaps in Vocational Education: A Curriculum-Based Approach

1. Establishing a Curriculum-Based Vocational Assessment Process
2. Understanding Curriculum-Based Vocational Assessment: Purposes and Characteristics
3. Placing Students in Vocational Education Programs
4. Planning a Student's Vocational Education Program
5. Monitoring a Student's Progress in the Vocational Education Program
6. Planning Transitional Services
7. Evaluating the Curriculum-Based Vocational Assessment Process

Assessment of Students with Handicaps in Vocational Education: A Curriculum-Based Approach

Module 2



Understanding Curriculum-Based Vocational Assessment: Purposes and Characteristics

Module #2

Assessment of Students with Handicaps in Vocational Education: A Curriculum-Based Approach[1, 2]

Prepared by

Leonard Albright
California State University, Long Beach

and

R. Brian Cobb
Colorado State University

[1]This module and the companion training modules are published by the American Vocational Association, 1410 King Street, Alexandria, VA 22314.

[2]The materials developed for this training system were made possible through a special projects grant from the Office of Special Education and Rehabilitative Services, United States Department of Education (G008630057). However, no endorsement by the U.S. Department of Education should be inferred.

Copyright © 1988 LEONARD ALBRIGHT AND R. BRIAN COBB, Garden Grove, California. All rights reserved. No part of this publication may be stored in a retrieval system, transmitted, or reproduced in any way, including but not limited to photocopy, photograph, magnetic or other record, without the prior agreement and written permission of the authors.

Table of Contents
Module #2

	Page
Goal and Competencies	1
Introduction	2
Part I: What is CBVA?	3
Continuous Process	4
Focused Assessment Activity	5
Use of Informal and Direct Procedures	5
Personnel	5
Table 1: Program Stages and Sample Assessment Questions	6
Cost Considerations	7
Adaptability to Community-Based Training Environments	8
Part II: The CBVA Training System	9
Table 2: CBVA Training Module Sequence	10
Table 3: CBVA Implementation Guide	11
References	13

Module 2
Understanding Curriculum-Based Vocational Assessment: Purposes and Characteristics

GOAL:

Upon completion of this module, you will be knowledgeable of the central features of a CBVA process and how this training program relates to the CBVA process.

COMPETENCIES:

In order to understand the purposes and characteristics of CBVA, you should demonstrate:

1. Knowledge of the central features of a CBVA process;
2. Understanding of why these CBVA features are important in vocational education and training settings; and
3. Knowledge of the relationship between a CBVA process and the content of this training program.

Introduction

Module 1 of this training system provided you with information about how to work collaboratively as a team in effecting change in the way your district conducts vocational assessments for students with handicaps. It also provided you with information about communicating vocational education and training opportunities in your district to students and their parents.

This module is also designed to fulfill two purposes. Part I is titled "What is CBVA?" and gives you detailed information about the characteristics and features of curriculum-based vocational assessment. By learning about what CBVA is as a total assessment concept, you will be able to understand how it responds uniquely to each of the assessment purposes that form the backbone of each of the subsequent modules in this training system.

Part II of this module is titled "The CBVA Training System." This section introduces each of the modules in this training system, and explains how they function as an integrated system. When you have completed this part and participated in discussions of this module with your team and the district trainer, you should be well prepared to begin completing the remaining modules in this training system.

Part 1: What is CBVA?[1]

Vocational educators at state and local agency levels have long recognized the importance of providing individualized assessment and program planning services to students with handicaps. Now, however, with the targeting of assessment services for special needs learners in recent federal vocational education legislation, many program managers are in the midst of making fiscal and programmatic decisions about the type of assessment services that need to be in place in local vocational education settings.

An often seen tendency is for the program manager to hastily invest available funds into one of the many commercially produced vocational assessment systems currently on the market. Given the attractiveness of these systems, the apparent completeness of the assessment package, and the short time period in which it usually takes to start up an assessment center, the investment seems quite reasonable at the time. Unfortunately, however, not long after the particular system is installed, many program managers have discovered that the types of assessment services needed by students with handicaps in vocational education far exceed those provided through the commercial assessment system route. At this point, alternative approaches may be explored, but usually with fewer dollars than the amount originally invested in the commercial program.

The type of assessment services presented in this document and the companion series of training modules is commonly referred to as Curriculum-Based Vocational Assessment (CBVA). This approach may well provide the assessment options that program managers find lacking in more traditional approaches. The CBVA approach, which is characterized by the use of performance-based assessment procedures developed and used by local vocational and special services personnel, is not a new idea in vocational education circles. Its use was advocated in the 1970s (Phelps & Wentling, 1977; Albright, Fabac, & Evans, 1978; Hartley, Otazo, & Cline, 1979; Kok & Parrish, 1979). However, further developmental work in CBVA has taken place in recent years in order to assist local school districts in responding to the comprehensive assessment and programming provisions contained in the federal statutes governing vocational and special educa-

[1] An earlier version of Part I of this module appeared in: Albright, L. & Cobb, R. B. (1988). "Curriculum-based vocational assessment: A concept whose time has come." *Journal for Vocational Special Needs Education*, 10(2), 13-16.

tion (Sitlington, 1981; Cobb, 1983; Albright & Hux, 1984; Cobb & Larkin, 1985; Ianacone & Leconte,1986; Minnesota Assessment Guidebook, 1986; Stodden, Ianacone, Boone, & Bisconer, 1987).

Basically, CBVA is a continuous process used to answer questions about the instruction and special service needs of individual students as they enter into and progress through specific vocational education programs. Several distinguishing features of the CBVA process are:

1. It responds to the information needs of personnel during the selection and planning stages of a student's vocational program, as the student progresses through the program, and during the transition of the student from school to productive employment in the community and/or post-secondary education;
2. Assessment activity is tied directly to, and is an integral part of the student's vocational education curriculum;
3. Personnel responsible for providing vocational instruction and special services to the student are the individuals who collaborate in conducting CBVA activities and who utilize the results to ensure successful student performance in vocational education and employment settings;
4. It involves the use of informal and direct procedures for determining student achievement in local vocational education programs; and
5. It is adaptable to community-based training environments at both the secondary and post-secondary level for individuals with a full range of handicaps.

Further discussion of each of these and other characteristics of the CBVA process follows.

Continuous Process

Often when the term vocational assessment is mentioned, one thinks of a series of specialized activities that take place prior to the student's entry into a vocational education program. While this perception is partially correct, we know that the assessment of student interest and achievement in vocational education is actually an ongoing matter. Such information is needed during three different stages of a student's program:

1. When the program placement decision is in process;
2. During the student's participation in the program; and
3. As the student exits the program.

Within each of these stages, a different set of questions about student progress and special service needs comes forth. An example of these stages and the questions that emerge in each are shown in Table 1. These questions, and the answers to them, are needed by the student's vocational instructor and special service personnel. CBVA recognizes the ongoing need for information about the student in vocational education and the necessity for coordinated information gathering and decision-making activity between vocational and special services personnel.

Focused Assessment Activity

Another important feature of CBVA is a concentrated focus on the student within a particular vocational program. Assessments are, therefore, centered around the vocational program setting. The notion here is that the unique service needs of the students are best determined by assessing the student directly in the setting in which he/she is expected to perform. For example, during the student placement stage, a situational assessment such as a tryout in the vocational program setting could be used. Or, in terms of monitoring student progress, a series of direct observations of student performance in the program environment may be used. By keeping the assessment function focused on the program context, the results of such activity will be more closely linked to the instructional requirements of the particular program.

Use of Informal and Direct Procedures

Vocational and special services personnel regularly assess student interest and achievement through a variety of techniques like direct observation, knowledge and performance testing, and interviewing. The intent of CBVA is to build upon these naturally occurring activities in a manner that eventually develops into a unified series of assessments for determining student performance in vocational education. Here again, the notion of integrating assessment activity with the ongoing instructional program is reinforced.

Personnel

Another distinguishing characteristic of CBVA is that the personnel directly responsible for providing vocational instruction and special services to the student are the ones who ask the questions about the student's

Table 1: Program Stages and Sample Assessment Questions

Stage	Definition	Purpose	Assessment Questions
I. Assessment during program placement and planning	Activities that occur prior to and during first few weeks of student participation in a vocational program	• Program selection • Program placement • Program planning	• Which vocational program is most appropriate for the student? • What are the special service needs of the student in this particular program? • What will be the criteria used to determine student success?
II. Assessment during participation in vocational program	Activities that take place as the student progresses in a vocational education program	• Monitor student progress • Determine appropriateness of program and service delivery plan • Evaluate success of student's program	• How is the student performing in the vocational setting? • What changes are needed in student's program?
III. Assessment during program exiting	Activities that occur near the end of student's program and following completion	• Plan for future service needs of student	• What are the special services needed to help the student transition into employment and/or post-secondary education? • Which adult service agencies need to be linked up to the student? • How will student adjustment be monitored?

program and who obtain the information necessary to make program decisions. The direct involvement of these personnel will ensure that the information derived from assessment activity is closely linked to the requirements of the local program and that the important concerns of instructional and special services personnel are being answered in a direct, efficient and collaborative manner.

Cost Considerations

Since CBVA utilizes existing vocational and special services personnel in the district, the start-up and operational costs of a local CBVA process are largely in personnel training. In order to develop a comprehensive and valid local CBVA process, the various personnel involved in assessment and decision-making activities will need to be identified and trained. For some individuals the requirements of a local CBVA effort may involve minimal training time and change in their daily routine. For others, however, substantial training may be necessary. To illustrate, a vocational teacher may already be using many of the informal assessment techniques necessary to complement the CBVA process, and, therefore, only minor adaptations may be needed. However, for the individual who has recently assumed the position of coordinator of vocational special needs services, a substantial amount of training time may be needed to fully understand and implement the CBVA process. Even so, the need for training would probably only amount to the equivalent of one or two graduate level courses in assessment.

Another important consideration is in the shifting of personnel roles to accommodate the CBVA process. Some individuals may, for example, be collecting important assessment information, but it could be collected infrequently and seldom communicated to the various personnel responsible for monitoring the student's special services program. While training on collecting and reporting assessment information in a coordinated manner should improve this situation, other adjustments, like restructuring the workload to include collaborative planning time, may be necessary. A first step in establishing the local CBVA process will be to determine present personnel roles and practices in relation to those required for operating the CBVA process.

Finally, since assessments are conducted within existing vocational programs, extra funds are not necessary for special facilities and equipment. Furthermore, the use of informal, locally developed assessment pro-

cedures eliminates the need for large expenditures on standardized testing instruments and equipment.

Adaptability to Community-Based Training Environments

A final characteristic of the CBVA approach to vocational assessment is its adaptability for use outside the scope of traditional vocational education programming. The assessment processes and techniques inherent in CBVA can be used equally well in community-based training settings for two reasons:

1. CBVA processes are not inhibited by laboratory and equipment constraints; and
2. CBVA activities are focused around assessment purposes that are common to both vocational education and training environments.

For example, special services personnel may decide in a staffing meeting that preparation for employment is an important goal for a particular student, but existing vocational education curricula are either too narrow in focus, or are not of interest to the student. Instead, a community-based placement and training program appears to be a better option. However, there still needs to be an assessment of which specific type of job the student desires, the nature and intensity of supportive services to be provided, monitoring of those services, and considerations of transferring support on-the-job to adult services agencies, if necessary. The same assessment techniques that fulfill these functions in vocational education laboratories will work in this community-based training environment as well. In fact, during the field-test phase of this CBVA training system, we found that CBVA techniques provided excellent assessments in community-based work experience programs at the post-secondary level in Colorado, in personnel selection activities for an industrial firm in Minnesota, and for supported employment programs at the adult service level in Vermont.

The characteristics of CBVA discussed above clearly show it to be an excellent option for districts which desire to implement assessment processes that respond to the full range of information needs as a student progresses through his/her high school vocational education experiences. Most important, however, is that an assessment process must yield information in a valid, reliable, and efficient manner. Given these requirements, and the number of other excellent features of CBVA, we believe curriculum-based vocational assessment to be a process worth adopting in virtually every secondary vocational education program.

Part II: The CBVA Training System

The modules in this training system are organized around a chronological sequence of service delivery components. Table 2 presents a schematic of these service delivery components and indicates how they interrelate.

As can be seen in Table 2, you and your team members would begin with the task of establishing your district CBVA process and also becoming more familiar with the full range of vocational education programs offered in the district. *Module 1* will assist you and your team in completing both of these activities. Either prior to or during these *Module 1* activities, you are also becoming more aware of the common characteristics and features of a CBVA process and the CBVA training system, via *Module 2*.

The information is *Modules 3-6* represent the chronological sequence of student assessment activities that were suggested earlier in Table 1. More specifically, *Module 3* material pertains to assessment activities for student placement in vocational education. *Module 4* provides a set of guidelines to use in planning the student's vocational education program. The information in *Module 5* offers a number of strategies to use in monitoring student progress in a specific vocational program. The material in *Module 6* will be helpful to you and your team members in assisting the student in making a successful transition from the vocational education program to employment and/or advanced training. Hence, *Modules 3* and *4* relate to the first stage of assessment shown earlier in Table 1; that is,assessment activities which occur prior to and during student entry into vocational education. *Module 5* focuses on those assessment activities that take place while the student participates in the program, which is the second stage of assessment displayed in Table 1. *Module 6*, the transitional assessment module, occurs near the end of the student's program and following program completion. This represents the third stage of assessment shown in Table 1.

The last module, *Module 7*, provides you and your team members with a means for evaluating the effectiveness of the district's CBVA process. Specific steps to follow in organizing and conducting the evaluation are presented.

Finally, Table 3 clearly shows the variety of personnel and assessment instruments involved in the development, use and evaluation of a CBVA process. Each of the subsequent modules in this training sequence will specifically address the manner in which personnel and instruments are to be used.

Table 2: CBVA Training Module Sequence

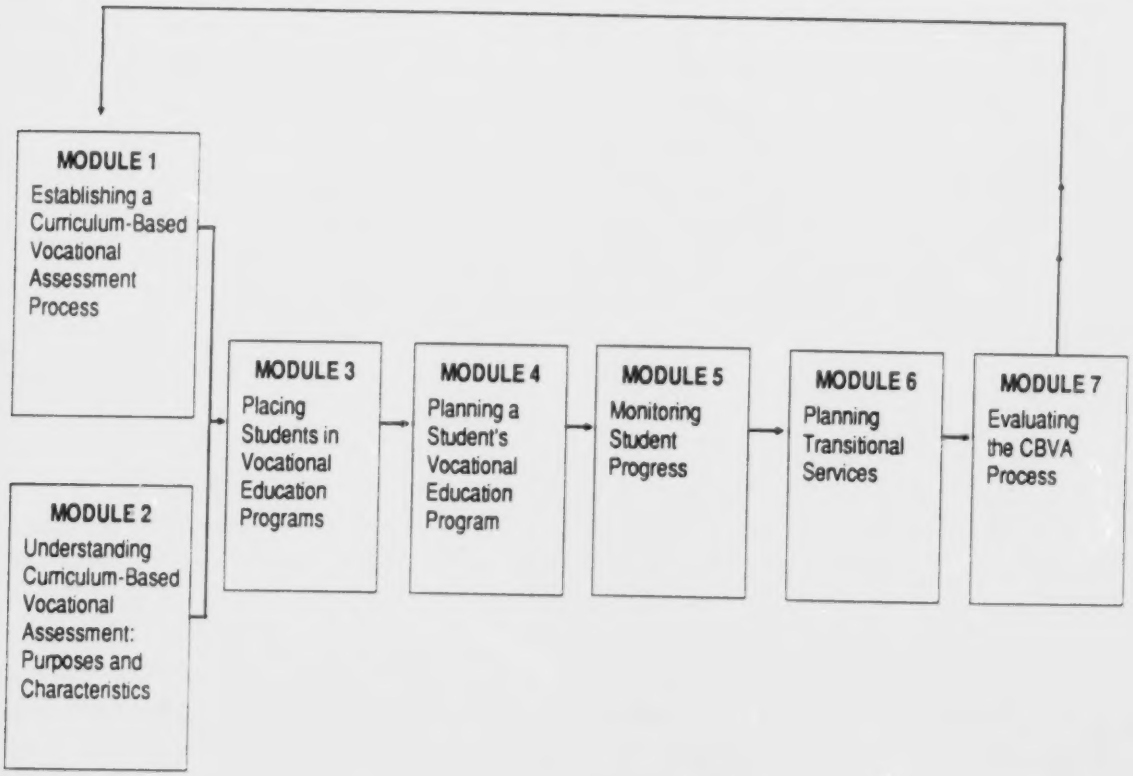


Table 3: CBVA Implementation Guide

Key to Personnel

VSNT = Vocational Special Needs Teacher
SSE = Secondary Special Educator
VI = Vocational Instructor
VC = Vocational Counselor
VA = Vocational Administrator
* Suggested Lead Person(s)

Purpose For Assessment	Timing of Assessments	Personnel Involved in Assessment Activities	Instruments/ Procedures Used In Assessment Activities
Module 1			
Part I: Establishing a CBVA Process	Ongoing	*VSNT SSE VI *VA	CBVA Action Plan
Part II: Communicating vocational education program information	Starts at least one year prior to when vocational education is routinely available in district	VSNT *VC VI SSE	Review process to assure identification of all students with handicaps in district and their parents are informed of options
Module 3			
Placing students in vocational education program	Semester prior to when vocational programs begin	*VSNT VC SSE VI	Review of student records; interview with student and parents; assessments in vocational try-out program
Module 4			
Planning a student's vocational education program	During annual IEP review and first month of vocational class	*VSNT *SSE VI	Direct observations of student performances; inventory of program environment and curriculum
Module 5			
Monitoring student progress	Throughout duration of vocational program	*VSNT *VI *SSE VC	Develop a monitoring system for individual students; conduct process and product assessments of student performance
Module 6			
Planning transitional services	During semester prior to graduation	*VSNT SSE VC *VI	Review of student performance; interview with student and parent
Module 7			
Evaluating CBVA process	Ongoing — annually	*VSNT VC *VA VI	Annual review process to evaluate CBVA processess/activities

Note: Module 2, Understanding Curriculum-Based Vocational Assessment, is omitted from this table; however, all CBVA team members will need to carefully review and discuss its contents.

References

Albright, L. & Cobb, R. B. (1988). "Curriculum-based vocational assessment: A concept whose time has come." *Journal for Vocational Special Needs Education, 10(12), 13-16.*

Albright, L., Fabac, J., & Evans, R. N. (1978). *A system for the identification, assessment and evaluation of special needs learners in vocational education.* Urbana-Champaign, IL: University of Illinois, Bureau of Educational Research. (ED 165-397 through 165-406).

Albright, L. & Hux, T. (1984). "Program aids in IEP development." *School Shop*, 43, 22-23.

Cobb, R. B. (1983). "A curriculum-based approach to vocational assessment." *Teaching Exceptional Children*, 15(9) 216-219.

Cobb, R. B. & Larkin, D. (1985). "Assessment and placement of handicapped pupils into secondary vocational education programs." *Focus on Exceptional Children*, 17(7), 1-14.

Hartley, N., Otazo, K., & Cline, C. (1979, July). *Design and implementation of an assessment model for students entering vocational education programs in Colorado.* Greeley, CO: University of Northern Colorado.

Ianacone, R. N. & Leconte, P. J. (1986). "Curriculum-based vocational assessment: A viable response to a school-based service delivery issue." *Career Development for Exceptional Individuals*, 9(2), 113-120.

Kok, M. & Parrish, L. (1979). *Including the handicapped in vocational education* (Module 3—Assessment). College Station, TX: Texas A & M, College of Education.

Minnesota Vocational Assessment Guidebook Development Team. (1986, December). Vocational assessment: *A guide for improving vocational programming for special needs youth.* Bemidji, MN: Bemidji State University, Center for Vocational Education.

Phelps, L. A. & Wentling, T. L. (1977). "A proposed system for the identification, assessment and evaluation of special needs learners." *Journal of Industrial Teacher Education*, 14(3), 19-35.

Sitlington, P. L. (1981). "Vocational assessment and the individualized vocational plan." *Journal for Vocational Special Needs Education*, Spring Issue, 27-29.

Stodden, R. A., Ianacone, R. N., Boone, R. M. , & Bisconer, S. W. (1987). *Curriculum-based vocational assessment: A guide for addressing youth with special needs.* Honolulu, HI: Centre Publications.

Assessment of Students with Handicaps in Vocational Education: A Curriculum-Based Approach

1 Establishing a Curriculum-Based Vocational Assessment Process

2 Understanding Curriculum-Based Vocational Assessment: Purposes and Characteristics

3 **Placing Students in Vocational Education Programs**

4 Planning a Student's Vocational Education Program

5 Monitoring a Student's Progress in the Vocational Education Program

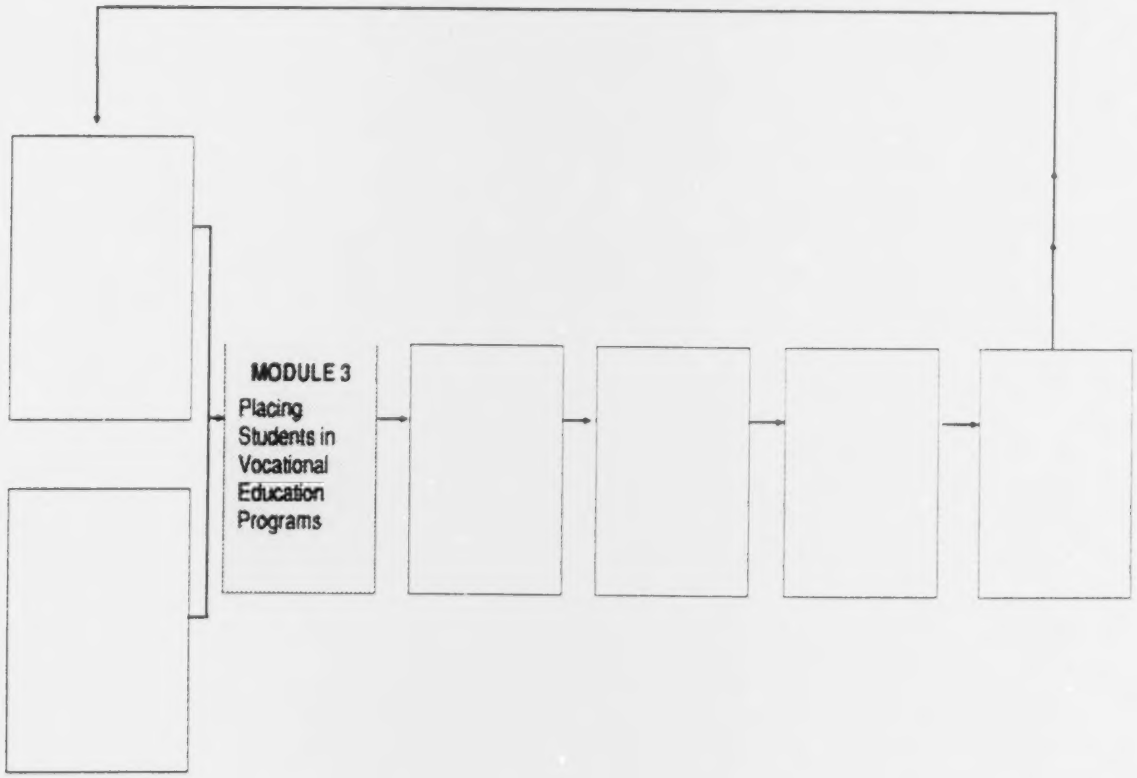
6 Planning Transitional Services

7 Evaluating the Curriculum-Based Vocational Assessment Process

BEST COPY AVAILABLE

Assessment of Students with Handicaps in Vocational Education: A Curriculum-Based Approach

Module 3



Placing Students in Vocational Education Programs

Module #3

Assessment of Students with Handicaps in Vocational Education: A Curriculum-Based Approach[1, 2]

Prepared by

Leonard Albright
California State University, Long Beach

and

R. Brian Cobb
Colorado State University

[1]This module and the companion training modules are published by the American Vocational Association, 1410 King Street, Alexandria, VA 22314.

[2]The materials developed for this training system were made possible through a special projects grant from the Office of Special Education and Rehabilitative Services, United States Department of Education (G008630057). However, no endorsement by the U.S. Department of Education should be inferred.

Copyright © 1988 LEONARD ALBRIGHT AND R. BRIAN COBB, Garden Grove, California. All rights reserved. No part of this publication may be stored in a retrieval system, transmitted, or reproduced in any way, including but not limited to photocopy, photograph, magnetic or other record, without the prior agreement and written permission of the authors.

Table of Contents
Module #3

	Page
Goal and Competencies	1
Introduction	2
Purpose	2
Assessment for Placement Strategies	2
Vocational Education as a Curricular Option	3
Table 1: Conducting a Review of Student Records	6
Which Vocational Program?	7
Table 2: Organizing a Vocational Program Tryout	8
The Concluding Step	9
References	11
Example Document #1: Summary Report of Student's Cumulative Record	13
Example Document #2: Initial Intake/Interview Form	15
Example Document #3: Interview Checklist	19
Example Document #4: Vocational Exploratory Assessment Plan	23
Example Document #5: Performance Sample for Agriculture Education Program	25

Module 3
Placing Students in Vocational Education Programs

GOAL:

The information in this module will assist you and your CBVA team members in developing a systematic process for determining appropriate vocational education placements for students with handicaps.

COMPETENCIES:

As a result of completing this module, you will demonstrate skills in the following assessment for placement areas:

1. Working as a team member in student assessment and program placement functions;
2. Determining student and parent interests in vocational education;
3. Organizing and conducting an exploratory program for students;
4. Conducting assessments of students in-vocational tryout activities;
5. Analyzing vocational program exploration information for student placement decisions; and
6. Utilizing assessment information in student placement decisions.

Introduction

The decision to place a student with a handicap into a vocational education program involves several individuals. The student, for example, is expected to make a vocational program choice based on her or his career interests. In order to make an informed decision, the student will need to know about the various training options available, the requirements for successful program completion, and the prospects for subsequent employment in the occupational area. Likewise, the preferences of the student's parents or guardians will impact on the placement decision. Moreover, personnel responsible for providing special services to the student and the student's vocational program instructor(s) play a key role in assisting both student and parents in deciding upon the best training option for the student. Therefore, in selecting the most appropriate vocational education program for the student, it is important that all parties collectively participate in the placement decision-making process.

Purpose

The purpose of this module is to provide you and the CBVA team members with a set of assessment strategies and guidelines for determining the most viable vocational program placement for a student with a handicap. The information provided will be especially useful to personnel who are responsible for helping individual students and their parents in selecting one specific vocational education program among the many options available in the school district.

Assessment for Placement Strategies

The activities that occur during the placement process should provide the student, his/her parents or guardians and school personnel with answers to two important questions (Cobb & Larkin, 1985; Cobb, 1985; Cobb & Albright, 1986):

1. Is vocational education the best or most appropriate curriculum for the student? Or, are the college preparatory or general track curricula more appropriate?
2. Which vocational education program is most appropriate for the student?

The first question, the appropriateness of vocational education as a curricular option, is more general and must be addressed before committing time and resources to the second and more specific question about selection of a particular vocational program direction.

The discussion that follows is organized in terms of the assessment process needed to address each of the above key questions. Particular attention is given to when and where these assessments need to occur and by which personnel. Suggestions for conducting these assessments are also offered.

Vocational Education as a Curricular Option

The activities of communicating vocational education options to students with handicaps and their parents (Module 1, Part II) represent a starting point for determining if the vocational education curriculum is an appropriate route for the student. If, indeed, the student and parents are interested in the vocational education curriculum, then the vocational exploration process continues. This process, which should begin a year prior to the student's eligibility for enrollment in vocational education, will require coordinated efforts among the student's IEP manager, vocational guidance counselor, and vocational special needs resource personnel. In order to structure this coordinated process, the following procedures[1] are recommended:

1. **Establish a Vocational Placement Assessment Team**

   As suggested earlier, the members of this team should be comprised of at least three personnel:

   A. The individual responsible for managing the student's IEP;
   B. A vocational guidance counselor; and
   C. An individual who provides special needs services to students with handicaps in vocational education programs.

   While the primary purpose of the team is to organize an exploratory program for the student, the team will also focus its attention on collecting the assessment informa-

[1]Adapted from Minnesota Vocational Assessment Guidebook Team (1986, December). *Vocational assessment: A guide for improving vocational programming for special needs youth.* Bemidji, MN: Bemidji State University, Center for Vocational Education.

ment. Hence, the team approach is recommended as a means for sharing these assessment for placement responsibilities.

2. **Analyze Student's Cumulative Record**
Before the first team meeting, the members should become familiar with the student's prior educational performance. One method of gaining familiarity is to review the student's cumulative record. Several tips for conducting a student records review are provided in Table 1. In addition, a sample form for summarizing key information found in a records review appears in Example Document #1.

For team members who, heretofore, have not done a review of records of a student with a handicap, a check of applicable school district policies and procedures is advised. This check will provide guidance on personnel clearance procedures for obtaining access to student records.

3. **Interview Student and Parents**
A designated member of the assessment team should schedule an intake interview with the student and her or his parents. The purpose of the session is to determine the preferences of student and parents for a vocational education curriculum. If both parties are clear in their preference for vocational education, then discussion of specific programs of interest should follow.

In order to provide accurate and up-to-date information to both student and parents, the assessment team member in charge of this interview will need to be very knowledgeable about the range of vocational education programs offered in the district. Sharing current information with parents and student about such matters as the entry-level requirements of individual programs, the expectations of the instructor(s), the support services available and the future employment prospects for graduates of these programs, should result in a mutual understanding of program options and potential directions.

Student interest information is often collected prior to the interview and used as an organizer for exploring particular interest areas during the interview. The intake interview form shown in Example Document #2 could be adapted for this purpose.

The person in charge of an interview must attend to a variety of verbal and non-verbal actions during the interviewing process. The checklist provided in Example Document #3 should be helpful to the interviewer in planning for an interview and in reviewing the results of the interview.

4. **Organize Exploratory Assessment Program**
At its first meeting, the assessment team will focus on three items:

   A. Review of the student's previous educational performance and his/her knowledge and experience in vocational settings;
   B. Discussion of student and parents' interest in vocational education; and
   C. Development of a plan for assessing student interests in vocational education.

   The plan should outline the types of vocational exploratory activities scheduled for the student, the assessment questions and data that need to be collected, the personnel responsible for implementing the plan, and the timelines for completion of the plan.

   A sample format for use in planning the student's exploratory assessment program is shown in Example Document #4. Additional information about types of student exploratory activities and the assessment data to be collected is provided in the discussion of the next procedure.

   While, at its first meeting, the assessment team should develop a rough sketch of the student's program plan, the final document should be prepared in concert with the student and her/his parents. Therefore, a member or members of the assessment team should communicate with the student and parents to: (a) further explore their interests in vocational education; and (b) complete the program plan. This activity should take place shortly after the initial assessment team meeting.

5. **Implement an Exploratory Assessment Program**

   Student Exploration Activities

   The type of exploratory assessment program developed for the student will depend on such factors as the student's knowledge about vocational education programs and the level of student and parent commit-

Table 1: Conducting a Review of Student Records

Purpose

To obtain a basic understanding of the student's prior academic performance, medical history and related vocational experience.

Information Available

While the amount and types of information contained in a student's file will vary among school districts, Salvia and Ysseldyke (1988) describe three categories of information typically found in student records:

Category A: Which includes basic identifying data the school needs to operate the educational program, such as student and parents/guardians' names and addresses, student's age, grades completed, attendance, and achievement evaluations.

Category B: Test results and other verified information useful to the student's educational program are classified in this category. Items such as the following are within Category B:

- Hearing and vision screening reports;
- Medical history;
- Results from academic, aptitude and interest tests;
- Systematic observations and counselor ratings;

Category C: Essentially represents a collection of unevaluated but potentially useful information. For example, a handwritten teacher memo, which summarizes a discussion with the student about her/his part-time work experience could be considered Category C information.

Cautions

The following cautions in reviewing records are offered (Goh & Sitlington, 1985):

- Information contained in the records describes the past. The student may have changed considerably since negative comments were written earlier. Problems, academic or behavioral, may have been overcome. Be cautious about first impressions formed on the basis of dated information.
- View IQ results with caution. Group IQ tests may not be reliable for individuals. The test may have been biased, given in an inappropriate mode (lack of reading ability does not in itself indicate low intelligence), or given on a day when the learner felt threatened, uninterested, or just ill.
- Check standardized achievement and aptitude tests with equal caution. The cautions mentioned for IQ tests apply here as well. In addition, standardized test results are usually too general to aid in pinpointing specific strengths and weaknesses.
- Look for any apparent trends in grades or achievement. Changes in schools, family or health problems, and frequent absences should be compared to grade patterns for clues to explain academic or benavioral problems (p.12).

Key Review Questions

In reviewing the student's record for vocationally relevant information, the following questions should prove helpful (Albright, 1978):

A. What specific abilities, interests and strengths of the student are noted?

B. What appears to be the most significant problem likely to affect the student's performance in a vocational setting?

C. What has been done in the past to correct these problems? How effective were these interventions?

D. What types of vocationally related experiences are noted in the record (e.g., participation in industrial arts, school and/or community-based career exploratory experiences)?

ment to a specific career path. If, for example, a student and his/her parents are unclear as to a career direction and have limited knowledge of vocational education options, then an extensive exploratory program is likely to be needed. Such a program may begin with a more general orientation (e.g., tour of vocational programs and facilities, discussions with vocational program instructors and students) and eventually move into a more specific focus (e.g., tryouts in three or four programs in two occupational areas, shadowing cooperative work experience students). However, for the student with a clear career direction and some understanding of the options available through vocational education, her/his exploratory program may be very specific at the outset (e.g., tryouts in two programs in one occupational area).

Team Assessment Needs

Since a basic assessment consideration in an exploration program is that the student receives direct experience in a vocational education program or programs, one often used method is the vocational tryout (Hartley & Lehman, 1988). This method has the student performing a skill or a set of skills in the vocational education setting. By systematically observing the student's performance, important assessment information about his/her level of work skills and habits can be directly obtained. In a recent publication, Hartley & Lehman (1988) outlined a series of steps to follow in designing and using vocational tryouts. These steps are shown in Table 2. For an illustration of a completed vocational tryout assessment procedure, see the agriculture education performance sample displayed in Example Document #5.

Which Vocational Program?

The student exploration and team assessment activities conducted as part of the exploratory assessment program will produce the information necessary to determine student readiness for entry into vocational education. At this point, a decision about student entry into a specific vocational program should now be possible. When narrowing in on a particular program option, the assessment team should address the following

Table 2: Organizing a Vocational Program Tryout[1]

Purpose	To assess student performance on tasks related directly to the requirements of a vocational education program.
Assessment Personnel	Member(s) of exploratory assessment team (e.g., special needs teacher and/or vocational instructor).
Steps	1. Ask the vocational instructor what skills are required for students entering the program. 2. Ask the instructor to choose one job/skill taught in the vocational program that is representative of the area. Skill must be hands on, realistic and related directly to the curriculum. Tryout should have a designated completion time (2-3 hours). 3. List entry level skills/competencies that the student will learn during the tryout. If the vocational program area requires academic and job related skills include an assessment of both in the tryout. 4. Brainstorm with vocational instructor some activities which would demonstrate the student's mastery of some of the above skills. List the following assessment information: (a) setting; (b) materials/ equipment needed; (c) tasks to be performed; and (d) evaluation standards. 5. Write an assessment plan which includes the following sections: (a) title; (b) materials/equipment needed; (c) materials/ equipment identification sheet; (d) definitions of vocational vocabulary students should know in order to complete the assessment; (e) directions for performing the tryout (task analysis of the required steps); and (f) measures for evaluating student performance. 6. Additional considerations: • Cover safety aspects of vocational area; • Introduce student to instructor; • Give student a tour of facility; explain rules; • Supervise activities closely; • Make sure assessment is hands-on; • Observe student's tolerance, frustration, fatigue and comfort levels. Make adjustments accordingly; • Observer(s) must monitor student progress and give immediate feedback to the student; and • Obtain student feedback on experience gained through the tryout (e.g. interest level, skills learned).

[1]Hartley, N. & Lehmann, J. (1988). *Vocational assessment: Supplemental services manual* (pp.20-23). Greeley, CO: University of Northern Colorado, Vocational Teacher Education Department.

program-specific questions (Cobb & Larkin, 1985; Erekson, 1981; Cobb & Albright, 1986):

1. What types of support services are available to assist the student in the vocational program?
2. What is the teaching style of the vocational instructor(s)? Cobb and Larkin (1985) suggest examining whether the instructor uses such teaching strategies as peer teaching and peer tutoring, multiple media in lecture, and logical, well- sequenced presentations.
3. Is the program of instruction offered in one location (e.g., in-school lab) or in multiple locations (e.g., lab and community worksite)? What access problems may arise for a student with a physical handicap? Or, for the student in need of a structured instructional environment, what accommodations will need to be made in a program that includes a loosely structured arrangement at a community worksite?
4. Does the vocational program include a cooperative work experience in the community and/or an entrepreneurial experience in school (e.g., working at a school store as part of a distributive education program)? The opportunity to use vocational skills taught in simulated settings in actual work settings is a desirable program feature.

The Concluding Step

The final step in the placement decision-making process is for the assessment team to share its information with the parents and student. The outcome of this session should be a recommendation for enrollment in a specific vocational program. Moreover, the assessment information collected during this program placement phase will be helpful in the next phase of programming for the student; which involves the development of a special services plan for the student in a particular vocational education setting (*Module 4*).

References

Albright, L. (1978). "Strategies for assessing the student's present level(s) of performance." In L. Albright, J. Fabac, & R. N. Evans (eds.), *A system for the identification, assessment and evaluation of the special needs learner in vocational education.* Urbana-Champaign, IL: University of Illinois, Bureau of Educational Research. (ED 165-397 through 165-406).

Cobb, R. B. (1985, December). *Vocational assessment of the special needs learner: A special education perspective.* Paper presented at Special Needs Division Session, American Vocational Association Convention, Atlanta, GA.

Cobb, R. B. & Albright, L. (1986, June). *Initial list of system module titles, key assessment questions and sources* (CBVA project planning document). Long Beach, CA: Bureau of Employment-Related Education and Training for Special Populations, California State University, Long Beach.

Cobb, R. B. & Larkin, D. (1985). "Assessment and placement of handicapped pupils into secondary vocational education programs." *Focus on Exceptional Children*, 17(7), 1-14.

Erekson, T. L. (1981). *Accessibility to laboratories and equipment for the physically handicapped: A handbook for vocational education personnel.* Dekalb, IL: Northern Illinois University, College of Education. (Available through Curriculum Publications Clearinghouse, Western Illinois University, Horrabin Hall, Macomb, IL.)

Farley, R. C. & Rubin, S. E. (1980). *Systematic interviewing skills: Participant's workbook*. Fayetteville: University of Arkansas, Arkansas Rehabilitation Research and Training Center.

Gill, D. & Associates. (1986, November). *The vocational education assessment plan.* Tacoma, WA: Educational Service District #121, Pierce County Vocational/Special Education Cooperative.

Goh, S. & Sitlington, P. L. (1985). "Assessment and planning". Module 3 in P. L. Sitlington, & K. Gleiss-Monar (Eds.), *The special needs learner in employment-related training*. Bloomington, IN: Indiana University, School of Education, Vocational Education Services.

Hartley, N. & Lehmann, J. (1988). *Vocational assessment: Supplemental services manual*. Greeley, CO: University of Northern Colorado, Vocational Teacher Education Department.

Lehmann, J. (1985). *Vocational assessment handbook*. Greeley, CO: University of Northern Colorado, Vocational Teacher Education Department.

Minnesota Vocational Assessment Guidebook Development Team. (1986, December). *Vocational assessment: A guide for improving vocational programming for special needs youth*. Bemidji, MN: Bemidji State University, Center for Vocational Education.

Salvia, J. & Ysseldyke, J. E. (1988). *Assessment in special and remedial education* (4th ed.). Boston: Houghton- Mifflin.

Example Document #1
Summary Report of Student's Cummulative Record

Summary Report of Student's Cumulative Record

Student _____ Reviewer _____

Date of Review _____

I. Category A: Basic Identifying Information

Student Address:

Parent Names and Address:

Educational Progress Data:

II. Category B: Test Results

Medical Data:

Results:

Impressions:

Achievement/Aptitude/Interest Test Data:

Results

Impressions:

III. Category C: Other Information

Pertinent Observations:

IV. Overall Comments:

Example Document #2
Initial Intake Interview Form

Initial Intake/Interview Form[1]

Date: _____

Name: _____

Address: _____

City: _____ State: _____ Zip: _____ Phone: _____

Parent or Guardian (if minor): _____

Address (if different): _____

City: _____ State: _____ Zip: _____ Phone: _____

School: _____

Date of Birth: _____

Ethnic Background: _____

Family Status: _____

Explain any of the following with which you have difficulty:

Vision: _____

Hearing: _____

Lifting: _____

Sitting or Standing Tolerance: _____

Medications: _____

Physical Limitations: _____ _____

Stress Tolerance: _____

Learning Problems: _____

[1]From Lehmann, J. (1985, July), *Vocational assessment handbook.* Greeley, CO: University of Northern Colorado, Vocational Teacher Education Department.

Vocational Interest (Goals):
Career or Job in Which You Are Interested

Work and Life Experiences:

Current Job: _____

Full Time: _____ Part Time: _____

Current Duties: _____

_____

_____

Past Job Experiences: _____

_____

_____

Volunteer Experiences: _____

_____

_____

Other Work-Related Experiences: _____

_____

_____

Likes and Dislikes in Work Experience: _____

_____

_____

Special Problems in Employability: _____

_____

_____

Special Skills and Talents: _____

_____

_____

Educational Background

Highest Level Completed:

_____8th Grade

_____High School

_____GED

_____College—Number of Years: ___1 ___2 ___3 ___4

Name of Schools Attended: (Last one attended first):_____

_____

_____

Special Training: _____

_____

Problems or Difficulties Encountered in Education: _____

_____

_____

Favorite Subjects: _____

_____

Problems Anticipated in Planning Future Education: _____

_____

_____

Time Available to Train in Future: _____yes _____no

How Long: _____

Resources (Funds) Available: _____

_____

Do you have transportation? _____yes _____no

Method: _____

Sources of Financial Support:_____

_____

Example Document #3
Interviewer Checklist

Interviewer Checklist[1]

During the interview I performed the following behaviors:

Yes	No	N/A		
_____	_____	_____	1.	Put aside what I am doing and give the person my total attention.
_____	_____	_____	2.	Establish a proper distance between me and the interviewee.
_____	_____	_____	3.	Face the person squarely.
_____	_____	_____	4.	Lean or rotate my body toward the person.
_____	_____	_____	5.	Develop and maintain eye contact.
_____	_____	_____	6.	Assume and maintain an "open" posture. Do not cross arms and legs.
_____	_____	_____	7.	Maintain a relaxed position.
_____	_____	_____	8.	Refrain from distracting movements (fidgeting, etc.)
_____	_____	_____	9.	Observe the person's posturing.
_____	_____	_____	10.	Observe the person's personal appearance.
_____	_____	_____	11.	Observe and determine the person's level of activity.
_____	_____	_____	12.	Observe the person's facial expressions.
_____	_____	_____	13.	Look for and determine the person's feelings from the person's non-verbal communication.
_____	_____	_____	14.	Look for patterns in the person's non-verbal communication.
_____	_____	_____	15.	Develop hypotheses based on the person's non-verbal cues.
_____	_____	_____	16.	Resist internal distractions. Focus my total attention on the person and not think about extraneous things.
_____	_____	_____	17.	Initially suspend judgement. I show none of the evidence of judgmental thinking such as interrupting the person, obvious affective reactions, etc.

[1]From Farley, R.C. & Rubin, S.E. (1980). *Systematic interviewing skills: Participant's workbook.* Fayetteville, AR: University of Arkansas, Arkansas Rehabilitation Research and Training Center.

Interviewer Checklist (continued)

Yes	No	N/A		
_____	_____	_____	18.	Have goals for listening. I know exactly what I am listening for and listen systematically.
_____	_____	_____	19.	Listen to the actual words of the person that describe the situation he/she is talking about. I hear exactly what the person says he/she sees, hears, senses, etc.
_____	_____	_____	20.	Listen for a description of what the person says to self about the situation being discussed.
_____	_____	_____	21.	Listen for and determine the person's feelings from his/her verbal expressions.
_____	_____	_____	22.	Listen for the person's description for his/her behavioral actions in the situation.
_____	_____	_____	23.	Listen for and focus on the person's major area concern.
_____	_____	_____	24.	Listen for common themes in the person's verbal expressions.
_____	_____	_____	25.	Listen to person's tone of voice: volume, intensity, rapidity, etc.
_____	_____	_____	26.	Am aware of any inconsistencies in the person' communication especially between verbal and non-verbal communication.
_____	_____	_____	27.	Communicate my attentiveness by varied facial expressions, smiling, head nods, hand gestures, etc.
_____	_____	_____	28.	Wait before responding verbally.
_____	_____	_____	29.	Systematically organize, process, and label what the person has seen and heard in a facilitative manner.

Example Document #4
Vocational Exploratory Assessment Plan

Vocational Exploratory Assessment Plan

Student Name _____ Date _____

Team Members _____ _____
(IEP Manager) (Guidance Counselor)

_____ _____
(Vocational Special Needs Teacher)

I. Student and Parent Interest Data:

II. Vocational Exploration Assessment Activities:

Activity	Assessment Date	Strategy	Personnel Responsible

III. Recommended Vocational Program Placement:

Example Document #5
An Agriculture Education Performance Sample[1] (Horticulture)

By
Linda Falk
Anita Knight
Jack McStott
Herbert Shahan
Clover Park School District

[1]From Gill, D. & Associates. (1986, November). *The vocational education assessment plan*, pp. 87-94. Tacoma, WA; Educational Service District #121, Pierce County Vocational/ Special Education Cooperative.

Instructions for Administering the Nursery/Landscape Performance Sample

The performance sample should be administered by the greenhouse instructor or someone trained and/or experienced in the greenhouse area. For increasing the reliability of observations, it is recommended that more than one person observe and record student performance.

Materials Needed:

Various Pots - 2", 4", 6"	Peat Moss - 1 quart
Geranium Plants	Rooting Hormone Powder
Sand - 1 quart	Instruction Sheet

Equipment and Tools Needed:

Hand Trowel	Sharp Knife
Bucket - 1 quart	Clear Plastic Bag - Twist Tie
Measuring Cup - 1 quart	Scissors
Ruler	Protractor (flat plastic)
Shallow Dish	Thermometer

Items Needed by Individual Administering Performance Test

Evaluation Form	Instruction Sheet
Timing Device	Pencil or Pen

Before starting the student on the performance sample, the administrator should review with the student(s) the material and equipment needed. Also, the administrator should inform the student that she or he may ask questions at any point during this exercise. If a student has difficulty reading the instruction sheet, the individual administering the test should explain the instructions in detail. Likewise, if a student cannot read the drawings, an actual sample should be furnished. The student is now ready to begin the performance test.

The administrator is to observe the student during the performance, while recording on the checklist provided. In addition to the items noted on the checklist, the individual administering the test may find it helpful to record the type and frequency of questions asked by the individual(s) taking the test. This could indicate some area of difficulty in the test conditions. After the completion of the performance test, the student's finished product should be checked for accuracy by the individual administering the test.

Instructions for Student Completing Nursery/Landscape Performance Sample

Rationale

As a student planning to enroll in the Nursery/ Landscape program, you are to read the following directions and complete each step as directed. This test will give you an opportunity to demonstrate the skills you already possess, as well as identify the areas you may need help in while enrolled in Nursery/Landscape. The skills used in completing this performance test relate to a great majority of the tasks you will be involved in while completing your Nursery/Landscape program.

This test is being given to you to help plan your program to be of maximum benefit to you. It is not used for screening students from the program!

Materials Needed

Various pots - 2", 4", 6"	Peat Moss - 1 quart
Geranium plants	Rooting Hormone Powder
Sand - 1 quart	Instruction Sheet

Equipment and Tools Needed

Hand Trowel	Sharp Knife
Bucket - 1 quart	Plastic Bag - Twist Tie
Measuring Cup - 1 quart	Scissors
Ruler	Protractor (flat plastic)
Shallow Dish	Thermometer

Objectives of this activity

Upon completion of this activity, you will have demonstrated the following skills:

- Ability to follow directions
- Thermometer reading
- Measurement skills: linear, dry and liquid
- Identification of basic plant parts
- Recognition of angles
- Sequencing skills

Steps:

First, check to see that the greenhouse temperature is set at 72 degrees.

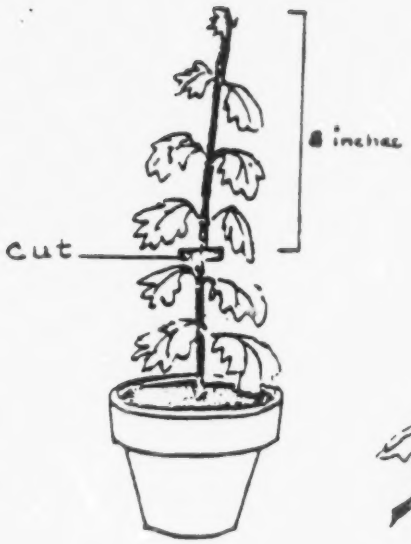
Second, check to see that all needed materials are available.

Third, read each step carefully before you begin the performance sample.

Procedure Sheet

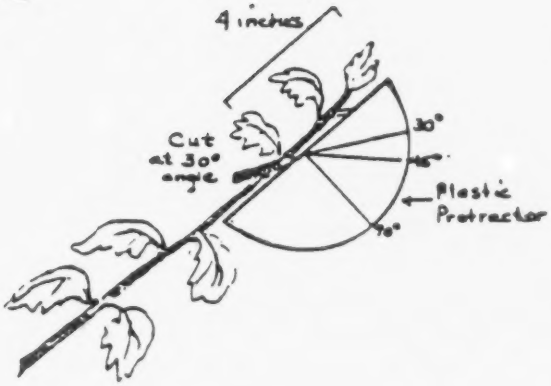
Step 1.	Review the complete procedure sheet.
Step 2.	Into a small plastic bucket, measure 1 pint of peat moss and 1 pint of sand. Stir and mix completely with a small hand trowel.
Step 3.	Select a 4 inch pot.
Step 4.	Fill the pot with plant mixture and firm the plant mixture down so that the surface is 1/2 inch below the top edge of the pot.
Step 5.	Study the plant diagram carefully.
Step 6.	Cut an 8 inch long piece of stem from the top of the geranium plant.
Step 7.	Place the cut stem down on the table.
Step 8.	Place the protractor along the side of the stem. Cut a 4 inch piece from the top of the stem at a 30 degree angle (with a sharp knife), making the cut just below a leaf.
Step 9.	Remove all the leaves on the lower half of the cutting.
Step 10.	Dip the cut end of the stem into the rooting hormone powder.
Step 11.	Lightly tap off any excess powder.
Step 12.	In the center of the pot, insert the cutting to about 1/2 its length in the plant mixture.
Step 13.	Pour 1/3 cup of water into the pot and allow it to drain.
Step 14.	Place the pot in a plastic bag (see diagram), and tie the bag tightly at the top.
Step 15.	Clean up your work area.

PLANT DIAGRAM



1.

Cut 8 inch piece from the top



2.

Cut 4 inch piece at a 30° angle with a sharp knife

3.

Remove leaves from lower half of plant stem

4.

Dip cut end in rooting hormone

5.

Insert into pot. Water and allow to drain

6.

Wrap pot in a plastic bag and close the top of the bag.

Student Performance Evaluation Form

Student's Name_____ Date _____

Observer(s)_____

Time Started:_____ Time Completed_____

Test Performance

Task Sequence	Accurate	Independent	With Assistance
1. Read thermometer			
2. Measure 1 pint of sand and 1 pint of peat moss			
3. Mix plant mixture completely			
4. Select 4" pot			
5. Fill pot, firm mixture to within 1/2" of top			
6. Measure and cut 8" stem			
7. Measure and cut 8" stem			
8. Remove all leaves on lower half of stem			
9. Apply rooting hormone			
10. Place cutting in pot			
11. Measure 1/3 cup of water			
12. Wrap plant in plastic bag			
13. Clean work area			

Assessment of Students with Handicaps in Vocational Education: A Curriculum-Based Approach

1 Establishing a Curriculum-Based Vocational Assessment Process

2 Understanding Curriculum-Based Vocational Assessment: Purposes and Characteristics

3 Placing Students in Vocational Education Programs

4 **Planning a Student's Vocational Education Program**

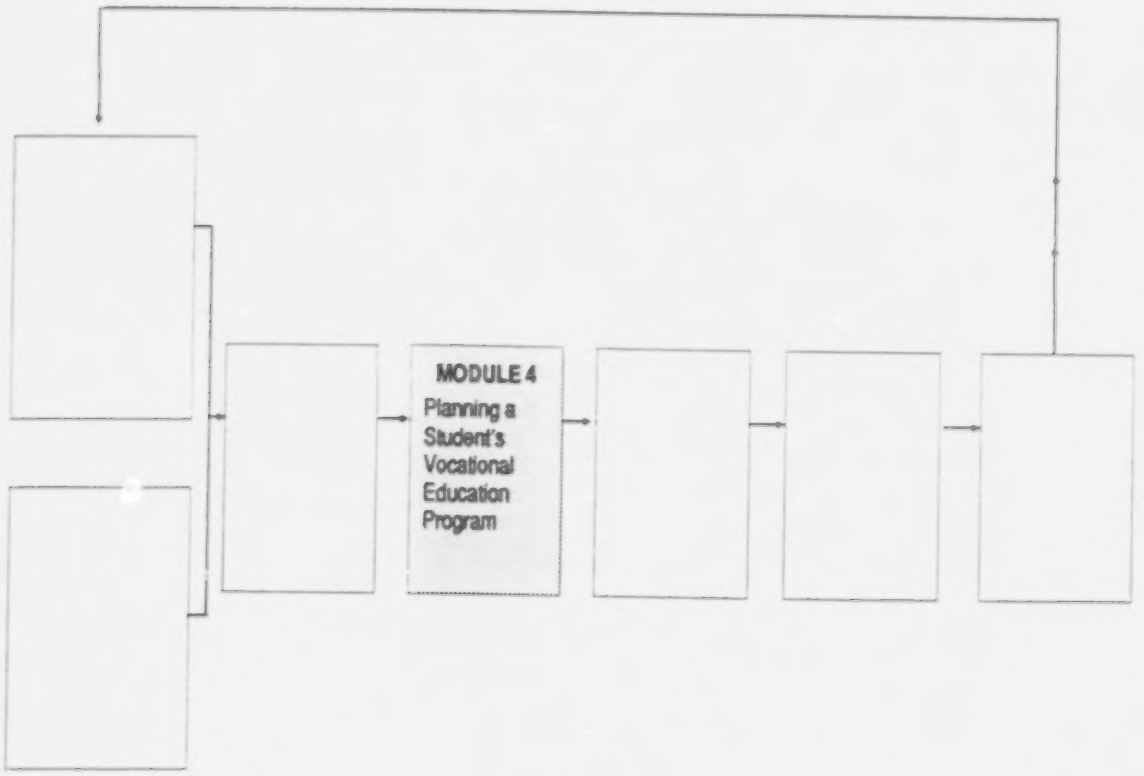
5 Monitoring a Student's Progress in the Vocational Education Program

6 Planning Transitional Services

7 Evaluating the Curriculum-Based Vocational Assessment Process

Assessment of Students with Handicaps in Vocational Education: A Curriculum-Based Approach

Module 4



Planning the Student's Vocational Education Program

Module #4

Assessment of Students with Handicaps in Vocational Education: A Curriculum-Based Approach[1, 2]

Prepared by

Leonard Albright
California State University, Long Beach

and

R. Brian Cobb
Colorado State University

[1]This module and the companion training modules are published by the American Vocational Association, 1410 King Street, Alexandria, VA 22314.

[2]The materials developed for this training system were made possible through a special projects grant from the Office of Special Education and Rehabilitative Services, United States Department of Education (G008630057). However, no endorsement by the U.S. Department of Education should be inferred.

Copyright © 1988 LEONARD ALBRIGHT AND R. BRIAN COBB, Garden Grove, California. All rights reserved. No part of this publication may be stored in a retrieval system, transmitted, or reproduced in any way, including but not limited to photocopy, photograph, magnetic or other record, without the prior agreement and written permission of the authors.

Table of Contents
Module #4

	Page
Goal and Competencies	1
Introduction	2
Figure 1: Module Flow Chart	4
Purpose	4
Assessment for Program Planning Strategies	4
Content-Specific Survey	5
Step 1: Decide What to Assess	6
Step 2: Select or Develop the Survey Instrument	6
Step 3: Get Ready to Test	9
Step 4: Administer the Survey	9
Step 5: Analyze Findings and Summarize Outcomes	9
Step 6: Complete Record-Keeping Forms and Generate Teaching Objectives	11
Vocational Program Inventory	12
Summary	12
Table 1: Selected Sources for Content Specific Tests in Vocational Education	13
References	17
Example Document #1: Vocational Program Inventory	19

Module 4
Planning the Student's Vocational Education Program

GOAL:

Upon completion of this module, you will gain an understanding of the knowledge and skills necessary to assess the vocational curriculum and/or the instructional environment such that interventions can be planned and incorporated into vocational IEP development.

COMPETENCIES:

In order to plan a student's vocational education program, you should demonstrate:

1. Understanding of the distinction between interpreting assessment data for program placement purposes, and interpreting data for program planning purposes;
2. Understanding of eligibility determination for supportive services in regular vocational education programs;
3. Knowledge of the types of assessment questions/issues that are resolved through program planning assessment processes;
4. Skill in conducting content-specific surveys;
5. Understanding of how to generate classroom-specific norms, and their utility in eligibility determination and program planning; and
6. Skill in completing a vocational program inventory, and using it to improve instructional remediation.

Introduction

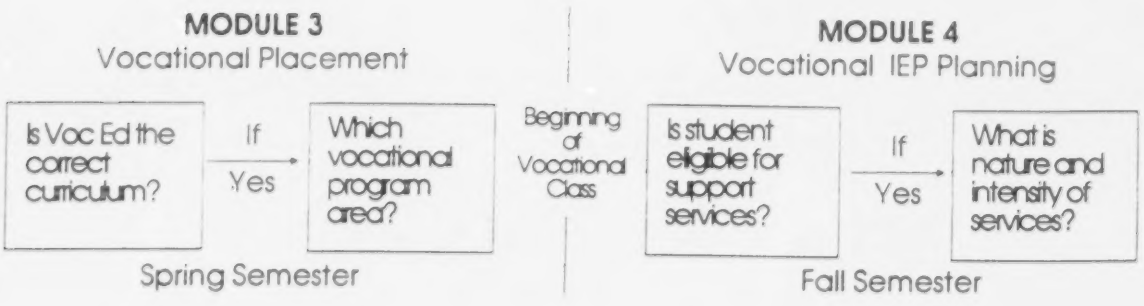
In *Module 3*, you learned some techniques to assist in helping a student, his/her parents, and school professionals in deciding whether or not vocational education was the proper curriculum choice, and, if so, which particular vocational program area. These activities would occur prior to the time when the student would actually start vocational classes.

Module 4 builds on the assessments conducted in *Module 3*, but differs in two fundamental ways:

1. Timing. Assessment activities, including analysis and interpretation of prior assessment data and use of new forms of assessment instrumentation, are conducted after the student starts her/his vocational class.
2. Purpose. Instead of determining vocational program area, data analysis and interpretation are used to determine eligibility for supportive services for the student, and the nature and intensity of those services.

Figure 1 below graphically clarifies these two distinctions. As can be seen, assessment for program planning differs first in its **timing.** Students will most likely have been assessed and placed in vocational programs in the Spring semester prior to their enrollment in the vocational program. At that time, broad annual goal statements may have been developed for the IEP which begin to focus on the areas of remediation which will be required and the types of support services that the student will need during the program (Albright, 1978). Assessment for program planning, the focus

Figure 1: Module Flow Chart



of this module, occurs during the first three to six weeks of the student's enrollment in his/her vocational program (typically at the start of the Fall semester). At this time, it will be determined if the goal areas identified in the Spring are indeed critical domains, given the environmental and curricular contingencies of this particular vocational program.

This review of the broad annual goals determined in the Spring semester suggests the second critical difference between the two sets of assessment activities: **purpose**. Federal vocational education law states that a student who is on an IEP is not eligible to receive special services in vocational education unless his/her handicapping condition interferes with successful performance in his/her specific vocational education program. Thus, eligibility for special education services is a necessary but not sufficient criterion to determine eligibility for specialized services in vocational education. A student must not only be identified as handicapped (using special education eligibility criteria), but that handicap must also interfere with that student's success in vocational education. For example, a student labeled behavior disordered who was "turned off" by academic course work might function perfectly well in a vocational education program. That student would not be eligible for special services (nor would he/she need them) in vocational education even though she/he was considered handicapped in academic coursework. Similarly, a student who experienced reading comprehension problems in English classes in the 9th and 10th grades might not experience the same level of difficulties in his/her vocational program during the 11th grade. This might be the case because the vocational teacher placed less emphasis on reading comprehension on her course, or because the nature of the reading material increased the motivation of the student to make an extra effort to absorb it. The important point here is that a student's skill levels and the need for additional support are, at least in part, determined by the curricular context in which he or she is asked to demonstrate them. Thus, the determination of the need for specific support services, and the nature and intensity of these services, needs to occur after placements have been determined and the student has had a chance to interact with the curriculum.

Timing and purpose aside, a final distinction between assessment for placement (*Module 3*) and assessment for program planning (*Module 4*), relates to the level of specificity of what is being assessed and how the data are interpreted. In assessing students for placement, support personnel are interested primarily in assessing the student for his/her interests and abilities relative to the various vocational program options. With assess-

ment for program planning, however, it is equally important to assess the curriculum, the style of instructional delivery, the laboratory equipment and facilities, and other domains, to look for areas where student performance in the instructional environment suggests a need for some form of supportive assistance to assure a successful experience. To be sure, these kinds of domains may have been considered during the placement process, but not at the level of detail that must occur in order to efficiently target supportive assistance. Thus, assessment for program planning involves a careful examination of student performance while he or she is interacting with a particular vocational curriculum. Placement assessment data, such as information from prior testing, interview data, and observations on performance samples, may be used for this purpose. However, it is likely that additional types of data will be required in order to bring the focus of the assessment from the broad, annual goal orientation to a more fine-grained instructional objective orientation.

Purpose

The purpose of this module is to provide you with a series of strategies that can be used to assess student/curriculum interaction for the purposes of determining eligibility for supportive services, and for planning the nature and intensity of a student's support needs. The final outcome of this assessment will be to generate information to assist special support personnel in listing the student's short-term instructional objectives for the vocational component of his/her IEP, along with reasonable criteria along which progress towards these objectives can be monitored.

Assessment for Program Planning Strategies

The activities that occur during the assessment for program planning process should provide the student, his/her parents or guardians, and school personnel with answers to the following questions (Cobb & Larkin, 1985; Cobb, 1985; Cobb & Albright, 1986):

1. Is this particular student eligible to receive support services in his/her particular vocational education program?
2. In what particular areas of instructional remediation should support personnel focus to ensure success for a student in his/her vocational program?

3. What is the nature and intensity of support services necessary to deliver this instructional remediation?
4. What criteria should be applied to a student's performance which reasonably reflects the success norms of the vocational program?

To adequately address these questions, vocational support personnel will need to conduct two types of assessments:

1. An assessment of the student's performance relative to the requirements of the vocational program; and
2. An assessment of the environmental conditions surrounding a student's performance in a vocational program.

This module is organized around a discussion of these two requirements, and two types of assessment processes which can accommodate them:

1. Content-specific survey; and
2. Vocational program inventory.

Each of these two types of assessments will yield information to address all four of the assessment questions delineated above.

Content-Specific Survey

Once a student with a handicap has been placed in a vocational education program, has had broad annual goal areas defined for him/her through that placement process, and has started the actual coursework, an assessment process must occur which determines eligibility for services, and which targets areas for specific remediation. It is not difficult to see that a curriculum-based approach to this process is of utmost importance, since remediation can have relevance only if directly related to the vocational curriculum. It should be equally evident that no single instrument will be adequate to use in this assessment process, since students will need to be assessed across a wide number of domains in both academic and performance-related areas. What is needed, then, is an assessment process that will guide you in selecting/adapting commercial tests, or developing your own tests to measure student performance relative to vocational program expectations.

To assist you, a six-step process has been outlined below, which has been adapted from Zigmond, Vallecorsa, and Silverman (1983) and which will fulfill these functions. This process is a simple, yet powerful procedure

designed to produce accurate, curriculum-based measurement of student skills, and, over time, a set of program-specific criteria (norms) that students should be expected to achieve.

Step 1. Decide What to Assess.

You must first decide what curricular domain(s) need to be assessed. In many cases, basic academic skills, such as math and reading, will need to be surveyed, as well as such generic areas as note-taking, test-taking, skimming and scanning, textbook usage, and skills in understanding schematics. In addition, general laboratory safety, performance in gross and fine motor operations, social behavior, and knowledge of specific entry-level competencies unique to the curriculum may have to be assessed. What is critical here is that you as a vocational resource person or a laboratory teacher have an accurate understanding of the variety of domains necessary for assessing in each of the vocational program areas. While the potential list of domains is extensive, research by Greenan (1986) indicates that four areas (math, communications, interpersonal relations, and reasoning skills) comprise the major areas that will need to be assessed.

Step 2: Select or Develop the Survey Instrument

You will now have to either select a commercially available test, or develop your own instrument to assess the particular area of interest. There are advantages and disadvantages to either selecting or developing a survey instrument. If commercially available instruments are selected, there appear to be several advantages:

1. Instrumentation will typically have a validity and reliability base; and
2. Formality of standardized test increases face validity of instrument with students and teachers, and students and teachers may take the administration and interpretation of results more seriously.

Disadvantages of using standardized instrumentation include:

1. They are usually more expensive to buy, and often are costly to score and interpret;
2. Frequently, items on the test will not represent curriculum content, while others will, causing students to take time to complete some test items which are not relevant;

3. Standardized instruments can be intimidating for students to complete; and
4. Often, test administration guidelines are inflexible and work against students performing at maximum ability.

The other option is for vocational resource teachers to develop their own informal survey. Teachers can choose parts of standardized instruments, create their own instruments, or some combination of both. Although these informal surveys can take some time to develop, and lack formal validity and reliability information, teacher-made informal surveys have some distinct advantages:

1. Their content can be tailored directly to vocational program content and requirements; hence, item content is efficient and exact;
2. The process of developing the instrument can help resource personnel learn more about vocational program content; and
3. The administration, scoring, and interpretation of the instrument can be tailored to the unique needs of each student completing the survey.

When selecting a particular commercially-available test for adapting to your own vocational programs, be sure that it does indeed measure the exact skills important for success in your vocational education programs. One often-used way of doing this is to verify the importance of the test content with vocational instructors in your district. To illustrate these points, consider the generalizable skills and associated tests developed by Greenan (1986). Since the various generalizable skills (115 in total) were validated by vocational educators in many secondary schools, one can safely assume that these skills are representative of most vocational programs. While generally true, you will need to know which, among the many generalizable skills, are especially important to vocational personnel in your district. By obtaining this information, you can focus your testing on only those skills of primary importance in your district. Such activity will streamline your testing procedure and produce information valued by district vocational personnel.

Regardless of whether you select or develop your survey, several important questions will need addressing in order to make the use of this survey most effective:

1. Which specific skills are important for each vocational class? Even if a vocational resource teacher develops his/her own mathematics survey for the vocational center, for example, some requirements of the survey will be more germane for some classes than for others. Thus, the resource teacher will have to review the math survey with each teacher and determine which subdomains of mathematics are important for his/her class.

2. At what skill level must students be able to perform in order to successfully function in the class? For example, should students be able to change fractions to decimals with 60%, 75%, 90%, or 100% accuracy to be able to learn course content successfully? By ascertaining the skill level necessary in each program, the vocational resource teacher can begin to develop classroom-level norms which can be extremely valuable in determining if a student needs remedial help, and at what level remediation needs to occur in terms of establishing realistic criteria for success in areas of remediation.

3. At what cognitive level must students be able to perform in order to function successfully in class? For example, a student may be able to divide 3/4 by 1/2 correctly at a computational level, but when asked to solve problems using the same skill (i.e., "halve a recipe" in a Foods Service Class), she may not understand how to apply these computational skills. Vocational resource teachers must establish the cognitive level necessary, and survey students at that level to accurately assess areas for remediation.

By responding to these three issues, you are able, first, to establish a set of norms, or minimum competency levels, around which eligibility determination for support services can occur. For example, experience may indicate that students in Architectural Drafting who score below 75% on converting fractions are likely to be in serious difficulty in the remainder of the course. This could be the cut-off for eligibility determination in this vocational program. However, in some other course, the emphasis on fractional conversion might be less important, and hence this subtest would not be relevant at all in eligibility determination.

Step 3: Get Ready to Test

Often, the most important variable in ensuring that a student will perform at his/her best on a content-specific survey is to make sure that the test environment is best suited for the student to demonstrate his/her skills. Considerations here include independent, one-on-one, or group administration; special equipment needed to complete the survey; knowledge by the student concerning how to complete the survey; and a quiet, comfortable surrounding in the test environment. As Zigmond et al. (1983) stated:

> "Being prepared, thinking ahead, and testing in an organized, well-managed environment does much to put the student at ease and elicit his/her best performance." (p. 38)

Step 4: Administer the Survey

Vocational resource teachers must recognize at the outset of this survey process that it is not necessarily the score that is important, but the student's performance that counts. Thus, teachers should encourage students to cross-out unwanted responses, rather than erase them, so that error patterns can be examined at a later date. Similarly, students taking tests orally should be tape-recorded in order to have a permanent record of how a student arrived at a correct or incorrect response. Finally, teachers should be prepared to alter test directions, add test-taking incentives, or do whatever else they have to do to get the maximum performance from a student.

In many cases, noting the student's interaction with the laboratory equipment, as well as performance with the test, will assist in interpretation of results and the most effective targeting of supportive services. It is also extremely important to consider what occurred to the student just prior to the test-taking process, and the events anticipated to occur immediately after testing. Often, knowledge of these earlier and subsequent events will assist in later interpretation of patterns of errors.

Step 5: Analyze Findings and Summarize Outcomes

It is impossible to overstate the importance of this step in the survey process. Again, it is not a score that is of importance in this step, rather an analysis of the types of errors that have been made. It should be remembered that this is a relatively broad survey of a particular domain, such as math or vocabulary skills, and often there will be only a small sample of items around a particular skill. For example, in a math survey, there might be 5-6 items each in the skill areas of whole number manipulation, frac-

tional transformation, measurement, percentages, geometric skills, and metrics. In this step of the survey process, vocational resource teachers will be examining correct and incorrect responses, and will be determining at what cognitive level (computational versus problem-solving), or at what skill level (mastery, partially learned, or skill not known at all) the student is functioning.

In examining incorrect responses, the vocational resource teacher must first determine that errors were not a result of disinterest or other variables unrelated to the skills being tested, such as a poor night's sleep, anxiety over a class that followed the survey, or a fight with a friend just prior to the survey. If these kinds of extraneous variables appear to have influenced error patterns, results of the assessment should be discarded and arrangements made to redesign the testing environment during a retest. If, however, it is assured that the assessment reflects motivated performance, then Zigmond et al. (1983) suggest two alternative hypotheses for student errors:

1. Errors made because, although the skill was known, the test conditions prevented a demonstration of the skill; or
2. Errors were made because the skill was not known.

In the first instance, several reasons might account for errors:

1. Skill was known but test item was too complex.

   Example: The intent of the test item was to determine if the student knew how to change a fraction to a decimal. The item was "142/275." The student might have known that you divide 275 into 142, but made errors in the computational portion of the skill. Thus, the student knows the process of changing a fraction to a decimal, but does not know complex long division.

   Next Step: Develop a probe with less complex fractions and determine precisely where computational problems with the long division process occur.

2. Skill was known but response mode was inappropriate.

   Example: Survey items show a picture of a hand tool, and the student is asked to write the name of the tool and a use for it. The student might actually know the tools and a use for them, but is unable to write the names and uses.

   Next Step: Develop a probe with a different response mode, i.e., have the student verbally name the tool and tell a use for it.

3 Skill was known but response level was too difficult.

Example: Survey item includes a schematic of a carburetor and student is asked to write the parts. The student might be able to associate parts of the carburetor if he/she had a list of parts to work from.

Next Step: Develop a probe at a lesser response level, i.e., have the student match the names to the parts of the carburetor.

Alternatively, the student might not know the skill. Two alternatives exist in this instance:

1. Student required cues or prompts to complete the item.

Example: Survey items asked the student to identify the important concepts in a segment from chapter of a textbook. Student repeatedly asked the teacher if different elements of the chapter segment represented important concepts, such as italicized words and underlined words.

Next Step: Develop a more detailed probe with teacher prompts which identifies more clearly which skills the student has mastered and which he/she has not.

2. Student does not know skill at any level.

Next Step: Develop a probe at a lower level in the skill hierarchy to find the maximal level of the skill the student does know.

The outcomes of this step in the assessment process are to firmly establish the student's skill acquisition and the mastery level of that skill acquisition, and to identify what areas need remedial assistance.

Step 6: Complete Record-Keeping Forms and Generate Teaching Objectives

It is essential to maintain up-to-date records of student performance on the survey to document where he/she currently functions, whether or not the skill is known and at what level, and with suggestions as to how to begin remediation. The objectives generated through the process can be used in the vocational component of the IEP.

This six-step process can be extremely valuable in clearly identifying areas of skill deficits and reasonable success criteria for students enrolled in vocational education programs. Two researchers in vocational education, Dr. James A. Dunn of Cornell University and Dr. James P. Greenan of Purdue University, have published a number of content-specific surveys as a

part of their research on basic skills testing in vocational education. Table 1 on the following pages provides some essential information about the work of these two researchers, and how you can go about acquiring their specific tests.

Vocational Program Inventory

While the content-specific survey can assist in generating classroom-specific norms, in determining eligibility for supportive assistance, and in focusing on exactly what skills need remedial support, it is limited to curricular content areas such as mathematics and vocabulary. The Vocational Program Inventory shown in Example Document #1 is an informal instrument which can help you focus on the manner in which instruction is delivered, and thus suggest additional areas where remedial assistance may be needed. As can be seen, this Inventory is completed for each vocational program area, and keys on:

1. The predominant manner in which information is provided to students;
2. The predominant manner in which information is solicited from students;
3. Other student classroom skills that are important; and
4. Other student behavioral skills that are important.

You would then match the most important or frequently used requirements of the vocational program with the particular skills of a student who has been determined eligible for services in that program. The outcome of this matching process could be a change in the typical instructional processes in the classroom to accommodate the student, or some instructional focal areas upon which you would want to concentrate in addition to one or more targeted academic areas.

Summary

This module has keyed in several processes that can help you determine if a student is eligible for services in a vocational program area, how to identify the skills in need of remediation, and how to best deliver instructional support. There are certainly other techniques which can be used to assist in these assessment activities, such as interviews with former teachers, the student's parents, and the student. One other particularly powerful techni-

Table 1: Selected Sources for Content-Specific Tests in Vocational Education

The two sources described in this table were selected for two reasons: 1. they were empirically tested in, and tied directly to vocational education programs; and 2. being in the public domain, they can be purchased at a reasonable cost.

Title	Primary Author	Description	Availability
1. Cornell Test of Basic Skills	James A. Dunn Cornell Institute for Occupational Education Cornell University Ithaca, New York	The Cornell Test of Basic Skills (CTBS) is a diagnostic testing program for competency in basic mathematics and reading. The test battery consists of three parts: Form A-1, Arithmetic Computation; Form B-1, General Mathematics; and Form C-1, Reading Comprehension Each test can be administered fully in one class period. In addition to CTBS, the authors have produced two related documents: 1. *Resource Guide for Teaching Basic Skills Through Vocational Education*; and 2. *Teacher Guide for Teaching Basic Skills Through Vocational Education*.	For further information about the materials, write to: James A. Dunn Education Department Roberts Hall Cornell University Ithaca, New York 14853 or Council for Cooperative Research 315 Elmwood Avenue Ithaca, New York 14850

Table 1 (Continued)

Title	Primary Author	Description	Availability
2. Generalizable Skills in Vocational Education	James P. Greenan, Vocational Education Purdue University West Lafayette, Indiana	A set of 115 basic skills identified and validated in vocational education programs with assessment tests to measure student skills in four areas: 1. Mathematics; 2. Communications; 3. Interpersonal relations; and 4. Reasoning skills. A listing of these skills and an extensive examination of the use of generalizable skills in vocational education appeared in the Fall 1986 issue of the *Journal for Vocational Special Needs Education*.	Generalizable skills products can be purchased from: Curriculum Publications Clearinghouse Western Illinois University Horrabin Hall #46 Macomb, IL 61455 Phone: (309) 298-1917

que is direct observation of student performance. While this technique could have been introduced here, it appeared most appropriate to give it more thorough attention in another module. Hence, the next module (*Module 5*), which is concerned with monitoring student performance, will focus in detail on the technology of observation.

References

Albright, L. (1978). "Strategies for assessing the student's present level(s) of performance." In L. Albright, J. Fabac, & R. N. Evans (Eds.), *A System for the identification, assessment and evaluation of the special needs learner in vocational education.* Urbana-Champaign, IL: University of Illinois, Bureau of Educational Research.

Cobb, R. B. (1985, December). *Vocational assessment of the special needs learner: A special education perspective.* Paper presented at Special Needs Division Session, American Vocational Association Convention, Atlanta, GA.

Cobb, R. B. & Albright, L. (1986, June). *Initial list of system module titles, key assessment questions and sources* (CBVA project planning document). Long Beach, CA: Bureau of Employment-Related Education and Training for Special Populations, California State University, Long Beach.

Cobb, R. B. & Larkin, D. (1985). "Assessment and placement of handicapped pupils into secondary vocational education programs." *Focus on Exceptional Children*, 17(7), 1-14.

Dunn, J. A. (1983). *Cornell test of basic skills.* Ithaca, NY: Cornell University, Cornell Institute for Occupational Education.

Greenan, J. G. (1986). "Generalizable skills in vocational education." *Journal for Vocational Special Needs Education*, 9(1), 3-10.

Zigmond, N., Vallecorsa, A., & Silverman, R. (1983). *Assessment for instructional planning in special education.* Englewood Cliffs, NJ: Prentice-Hall.

Example Document #1
Vocational Program Inventory

Vocational Program Inventory[1]

Program Title _____ Instructor _____

Textbook Title/Author _____ Reading Level _____

1 = Used Often 2 = Used Less Frequently

INFORMATION INPUT
(Instructional Methods)

Information Sources

_____Textbook
_____Worksheets
_____Lecture
_____Discussion
_____A-V material
_____Audio tape
_____Concrete experience
_____Other:

Structure

_____Directed
_____Independent
_____Peer Tutor
_____1-1 adult
_____Small group
_____Large group/class
_____Other:

INFORMATION OUTPUT
(Types of Assignments)

Test Format

Short answer _____
Essay _____
Multiple choice _____
True-false _____
Matching _____
Computation _____
Word problems/math _____
Other: _____

Assignments

Worksheets _____
Short papers _____
Term papers _____
Demo/lab projects _____
Oral reports _____
Group discussion _____
Computation _____
Word problems/math _____
Maps, charts, graphs _____
Other: _____

Grading Criteria _____

_____

_____

Extra Credit _____

_____

[1]Adapted from Model Resource Room Project, Plymouth, MI, 1981.

Program Inventory (continued)

Other Program Requirements
(Check only high priority requirements)

Academic skills needed

_____Becoming interested
_____Paying attention to the spoken word
_____Paying attention to the printed word
_____Following directions
_____Keeping track of materials, assignments
_____Staying on task
_____Working in groups
_____Working independently
_____Learning by listening
_____Expressing him/herself
_____Reading textbooks
_____Reading study sheet or tests
_____Understanding what is read
_____Writing legibly
_____Expressing him/herselfin writing
_____Spelling
_____Seeing relationships
_____Understanding cause and effect; anticipating consequences
_____Drawing conclusions/making inferences
_____Remembering
_____Notetaking
_____Outlining
_____Independent research
_____Measuring
_____Other:

Behavioral Skills Needed

Coming to class on time _____
Coming to class prepared _____
Following directions _____
Staying in seat _____
Staying on task _____
Understanding/following safety rules _____
Asking questions or for help help when needed _____
Working in groups _____
Working independently _____
Other:

Other Prerequisites _____

Homework Policy _____

Make-up Policy _____

Attendance Policy _____

Other Program Rules _____

Assessment of Students with Handicaps in Vocational Education: A Curriculum-Based Approach

Establishing a Curriculum-Based Vocational Assessment Process **1**

Understanding Curriculum-Based Vocational Assessment: Purposes and Characteristics **2**

Placing Students in Vocational Education Programs **3**

Planning a Student's Vocational Education Program **4**

Monitoring a Student's Progress in the Vocational Education Program **5**

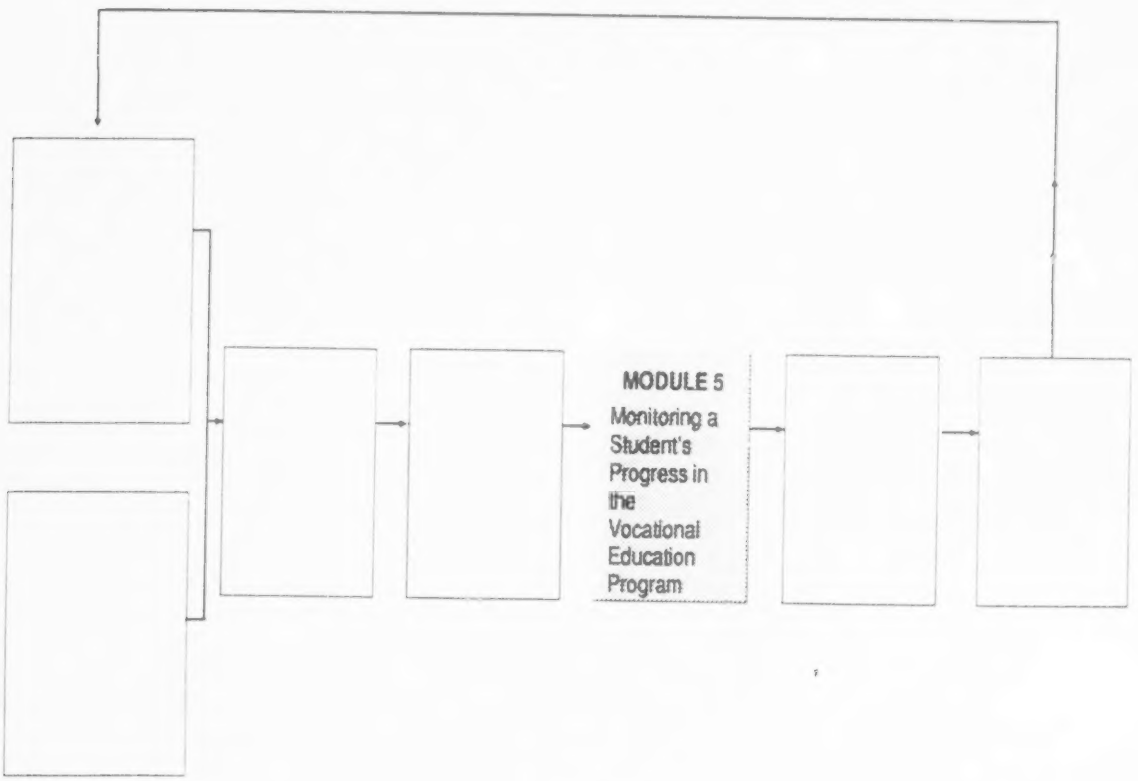
Planning Transitional Services **6**

Evaluating the Curriculum-Based Vocational Assessment Process **7**

BEST COPY AVAILABLE

Assessment of Students with Handicaps in Vocational Education: A Curriculum-Based Approach

Module 5



Monitoring Student Progress

Module #5

Assessment of Students with Handicaps in Vocational Education: A Curriculum-Based Approach[1,2]

Prepared by

Leonard Albright
California State University, Long Beach

and

R. Brian Cobb
Colorado State University

[1]This module and the companion training modules are published by the American Vocational Association, 1410 King Street, Alexandria, VA 22314.

[2]The materials developed for this training system were made possible through a special projects grant from the Office of Special Education and Rehabilitative Services, United States Department of Education (G008630057). However, no endorsement by the U.S. Department of Education should be inferred.

Copyright © 1988 LEONARD ALBRIGHT AND R. BRIAN COBB, Garden Grove, California. All rights reserved. No part of this publication may be stored in a retrieval system, transmitted, or reproduced in any way, including but not limited to photocopy, photograph, magnetic or other record, without the prior agreement and written permission of the authors.

Table of Contents
Module #5

	Page
Goal and Competencies	1
Introduction	2
Purpose	2
Strategies	2
Specify Student Assessment/Monitoring Areas	3
Determine Assessment Procedures	3
Direct Observation Methods	4
Table 1: Task Performance Checklist	5
Table 2: Performance Appraisal for Computer Usage	6
Knowledge Testing	7
Table 3: Identifying Sequential Procedures	8
Frequency of Assessments	9
Figure 1: Student Progress Chart	10
Personnel Responsibilities	11
Table 4: Sample Service Delivery Report	12
Summary	13
References	15

Module 5
Monitoring Student Progress

GOAL:

The information in this module will assist you in establishing a monitoring system which produces information about student progress in a vocational education program and the adequacy of special services.

COMPETENCIES:

As a result of completing this module, you and your CBVA team members will:

1. Identify the types of student progress information that need to be collected;
2. Develop appropriate assessment instruments and procedures for collecting student progress information;
3. Determine the frequency of information collection activities;
4. Identify the various personnel to be involved in collecting and reporting student progress information;
5. Report student progress information in a variety of formats; and
6. Utilize student progress data to make decisions about changes in instructional programming.

Introduction[1]

After identifying the special services needed by the student (*Module 4*), procedures need to be established for monitoring the progress of the student as she/he participates in a vocational education program. Information collected from these procedures is necessary for determining if existing services are adequate or whether modifications are needed to the curriculum and/or the type of special services being provided. Therefore, monitoring procedures need to be tied directly to the student's special services plan (Vocational IEP) and should be conducted on a regularly scheduled basis.

When initially examining this phase of assessment, a common reaction by both the vocational instructor and the person in charge of the student's special services plan is that assessments of student progress are already occurring. Upon closer inspection, however, what is usually found is that, yes, each party has his/her own procedures, but they are being done in a separate and informal manner. What is missing is a coordinated assessment and monitoring process between both parties; one that is based on mutual agreement of specific areas in which student progress data will be collected and reviewed on a regular schedule.

Purpose

The purpose of this module is to present a series of guidelines and considerations in designing a coordinated process for monitoring student progress in vocational education and training programs. Information relative to what should be assessed, when, how, and by whom is the focal point of this module.

Strategies

As vocational education and special services personnel work on establishing a coordinated student monitoring process, several basic considerations need to be addressed. The first consideration is a determination of the specific areas in which student progress will be monitored. Once these have been determined, attention needs to be given to the procedures to be used in conducting assessments of student progress, the frequency of assessment activity, and the personnel responsible for completing the assessments and

[1]Special appreciation is extended to Lynn Safarik, CBVA Project Coordinator at California State University-Long Beach, for preparing the field-test version of this module.

reviewing the results. A more detailed description of each of these considerations follows.

Specify Student Assessment/ Monitoring Areas

Through earlier assessments (*Module 4*), the types of special services to be provided to the student were identified. Now, however, further specification of these services may be necessary to determine what needs to be assessed and where these assessments will occur. If, for example, it has been determined that a student needs special help in improving work habits, then a breakdown of observable behaviors which demonstrate desirable work habits in the vocational program could be identified. These could include such student observables as:

1. Time on task/off task;
2. Orderliness of work area;
3. Organization of materials necessary for beginning a task; and
4. Skills in working independently, without direct instructor supervision.

Or, if a student is to receive special help with reading and/or math in the vocational content area, in what specific content areas will progress be monitored? And, in which settings will these assessments occur? In this example, such assessments are likely to be needed in the vocational classroom and in the special needs services facility.

Determine Assessment Procedures

In keeping with a basic premise of CBVA, every attempt should be made to link student assessments directly to the curriculum. Given the performance oriented nature of vocational courses, most assessments of student progress can be done through direct observation. The examples just given for targeting improvement of student work habits suggest the importance of direct observation as an assessment procedure. Yet, less direct measures, such as assessing student knowledge of safety practices or tool and equipment usage via written tests, are also present in vocational classes. Hence, assessments of both student performance and student knowledge are necessary and must be done in a systematic manner.

Tips for conducting performance and knowledge assessments are subsequently provided. However, before introducing these, certain criteria

should be applied to the selection and development of assessments for monitoring student achievement. These criteria are (Deno, 1985):

1. Simple and efficient: In order to frequently check or monitor student progress, assessments must be easy to administer in a relatively short period of time. For example, instead of using one lengthy test on tool and equipment identification at the end of a unit of instruction on this topic, a series of short, spot-check exams could be used as instruction is occurring.
2. Easily understood: Assessment procedures should be easy to follow so that the results are clearly and correctly communicated to students, teachers and parents.
3. Valid and accurate: To be a true or valid indicator, an assessment must measure what it is intended to measure. For instance, if the goal is to assess student skills in trouble-shooting an automotive engine problem, a performance test in the auto shop is going to be a more accurate and truer measure than a written test on this topic.
4. Inexpensive: Since multiple forms or testing materials are required for repeated measurement, the costs of assessment instruments should be minimal.

Direct Observation Methods

The use of direct observation is especially valuable when a student is learning a new skill or completing a series of steps to perform a certain task. This form of assessment, often termed "process assessment," enables the observer to pinpoint specific problems and strengths as the student performs the skill. Corrective steps can immediately be taken, before inappropriate patterns become established.

One often used instrument for observing and recording student performance is a task performance checklist. As shown in the example on Table 1, a detailed analysis of the task was completed and a three-column rating scale was used in judging the level of student performance.

The task performance checklist in Table 1 is designed for use in one observation of student performance. While appropriate, a similar checklist developed for use in recording multiple performances or trials may be more economical. Such a checklist is shown in Table 2. Note that another advantage of recording the student in multiple trials is that a clear display of student skill development over time is readily available to the student, parents and teachers.

Table 1: Task Performance Checklist

Task: Woodworking skills: Cutting of board with crosscut saw[1]

Task	Task Performance		
	Accurate	Independent	With Assistance
1. Placed board correctly in vise			
2. Measured to scale			
3. Drew straight line with square			
4. Held saw correctly			
5. Placed saw correctly			
6. Started kerf			
7. Cut board accurately			
8. Checked straightness of cut			
9. Cleaned up work area			

[1]Developed by James Burrows, vocational agriculture teacher, Monroe Area High School, Monroe, Georgia, May, 1987 as part of the CBVA field-test program.

183

Table 2: Performance Appraisal for Computer Usage[1]

Client Name:

Code: X = able
— = unable

Performance task	Date:													
1. Identifies computer monitor														
2. Identifies central processing unit														
3. Identifies keyboard														
4. Identifies floppy disk														
5. Pulls floppy disk from jacket without bending, holds by top near label														
6. Places DOS disk in drive in proper position														
7. Closes disk drive door														
8. Turns on monitor														
9. Turns on central processing unit														

[1]An abridged version of a performance appraisal instrument prepared by Raymond Waters, the Rock Creek Foundation, Silver Spring, Maryland. Developed as part of a CBVA pre-service course taught through George Washington University, Fall 1987 and Spring 1988 by Pam Leconte and Carie Rothenbacher.

Rating scales and checklists such as those displayed in Tables 1 and 2 provide baseline information about student performance. However, by including space on this instrument for observer comments, specific information about the type of errors committed and suggested ways for improving performance can be recorded and communicated to the student.

In summary, the use of checklists and rating scales in observing student performance fulfills two important purposes:

1. They objectify assessment data, resulting in a sound basis for making support service decisions; and
2. They serve as a means of recording progress data, providing a well-documented description of the student's progress to be reviewed by the vocational special needs resource teacher, parent, or student.

Knowledge Testing

Perhaps one of the most frequently used methods for assessing student knowledge in vocational programs is the identification test. Identification tests can be used to assess a student's ability to identify objects, correct and incorrect procedures, elements of a process, or parts of an instrument, machine, or product. Examples of identification tests used in vocational programs might include: the identification of all the keys on a typewriter (office occupations), the identification of the bones in the body (medical assisting), or the identification of tools required for transmission work (auto mechanics).

An identification test is particularly useful in assessing a student's understanding of the correct sequence of a set of procedures. A test of this kind can be devised easily by listing a series of subtasks within a task, and asking the student to number the subtasks in the order in which they should be executed. An example of this form of testing is shown in Table 3. Other types of paper and pencil knowledge tests, such as spelling, vocabulary and numerical operation tests are also used to monitor basic academic skills in the vocational context.

Only a few examples of knowledge assessment are mentioned in this section. However, these should provide the vocational instructor and voca-

Table 3: Identifying Sequential Procedures[1]

Example Item 13
13. Number the following processes in order in which they occur in the growing of corn in a field that had been used for corn the previous year. _____Plant _____Disc _____Apply liquid nitrogen _____Apply starter fertilizer _____Apply herbicide _____Apply corn borer killer _____Harvest _____Cultivate 2nd and 3rd time _____Harrow _____Plow _____Roto hoe _____Cultivate 1st time

[1]From *Measuring student growth* by R.C. Erickson and T.L. Wentling, 1976, Boston: Allyn and Bacon, Inc.

tional special needs services personnel with some ideas for monitoring student understanding as she/he progresses through the vocational program.

Frequency of Assessments

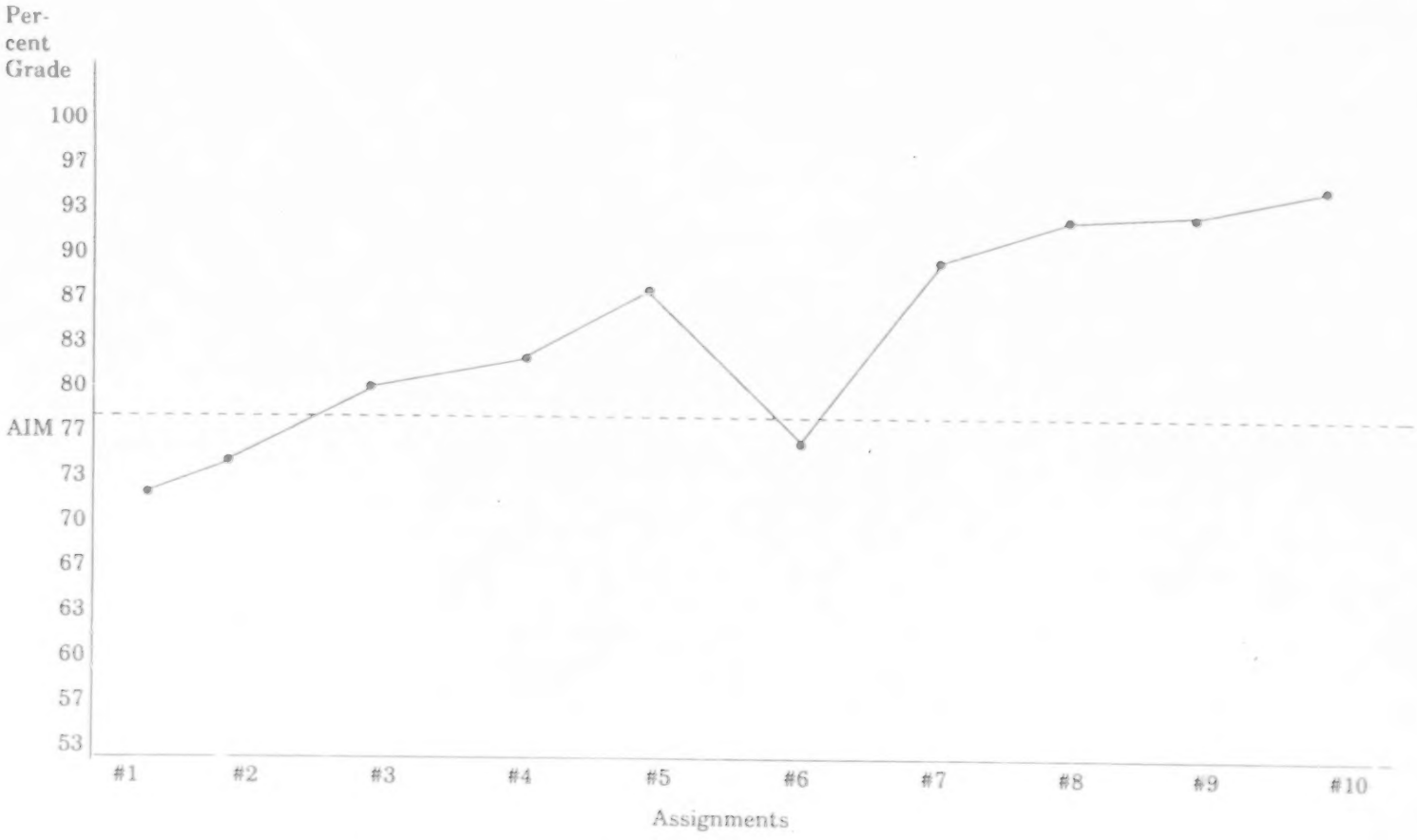
Frequent assessment and monitoring of student progress is a central feature of CBVA. Since the primary purpose of these assessments is to make decisions about the student's success in the vocational program, the monitoring of student progress should occur as frequently as daily or weekly.

A progress chart is often used as a means for tracking and displaying student growth over time. A progress chart developed for a student in a class on writing business letters and memos is shown in Figure 1. This was used in charting the student's performance on class assignments during the quarter. The aimline (Germann, 1983) shown horizontally on this chart represents the instructor's minimally acceptable level of performance for this student.

A set of procedures for use in conjunction with an aimline progress chart, like the one displayed in Figure 1, has been adapted from the work of Germann (1983). These adapted procedures are as follows:

1. Each day or week measure the student's progress.
2. Keep a record of the measured progress on a tally sheet, checklist, or progress chart.
3. Use the progress record to plot progress points on a graph designed to be used for the entire monitoring period.
4. View the student's graph daily or weekly.
   A. Note if the student's progress is above or below the aimline.
   B. If the student's progress is below the aimline, it may be necessary to make an intervention.
5. When the student's progress is below the aimline, a decision must be made about whether or not an intervention is appropriate, and if so, about the nature of that intervention.
   A. When using daily measurement, interventions should occur when data are below aimline for three to five consecutive days.

Figure 1: Student Progress Chart[1]



1Developed by Douglas J. Cornfield during the field-testing of this CBVA training program in a vocational special needs pre-service course taught in Fall, 1987 at the University of Georgia by Michelle Sarkees ad Nick Elksnin.

B. When using weekly measurement, interventions should occur when data are below aimline on two consecutive evaluations.

C. These guidelines may be altered as instructor sees fit; many times a lack of progress may be due to insignificant factors, such as vacations or illness, etc.

6. The fact that an intervention has been made should be indicated on the graph.

7. The intervention should be a substantial change (one that has a high probability of causing a student to improve in the skill area).

8. When progress is consistently below what is expected, frequent changes in strategy should be tried. However, no more than one change should be made at once.

9. The vocational instructor and the special needs resource teacher should be reviewing the progress chart and discussing possible intervention strategies to improve student performance.

The preceding progress charting activity is basically the responsibility of the vocational instructor or a trained aide, in consultation with the special needs resource teacher. For additional ideas and examples of student progress reporting formats in vocational education, see *Module 10* in Sarkees and Scott (1985).

In order to maintain an ongoing account of the special services being provided to the student, special needs personnel periodically check with vocational instructors to obtain this information. A sample "quick-check" form similar to the one displayed in Table 4 can be used for this purpose.

Personnel Responsibilities

Primarily, the responsibility for monitoring student progress is to be shared by the vocational instructor and the vocational special education resource teacher. However, whenever possible, the assistance of trained aides is desirable, especially when progress must be measured on a daily basis or when the number of students being monitored is substantial. The possibilities for student self-monitoring or peer monitoring should also be considered. In any of these situations, though, training must be provided to ensure that proper assessment and monitoring procedures are being followed.

Table 4: Sample Service Delivery Report[1]

Student: Jane Heins Date: 10/3/88 Contact Person(s): Mary Smith Vocational Program: Auto Mechanics

The following services were specified in the special services plan for the student identified above. Please indicate the status of these services by placing a check in the appropriate categories.

Type of Special Services	In Process	Completed	No Action	Comments
I. Scheduling Modifications				
1. Tutoring in reading related to vocational auto mechanics.	X			Teacher aide is helping Jane with the course text and supplemental materials on an average of 4 periods per week.
II. Curriculum Modifications				
1. Special math workbook prepared for student by special and vocational personnel.		X		
2. Student is completing math workbook.			X	Is being typed.
III. Equipment/Facilities Modifications				
1. Orientation training to alert student to presence of hydraulic lifts and other potentially hazardous areas.		X		
2. Installation of faucets with dials and foot controls.		X		

Special services provided but not listed in student's plan: None at present

Do you see a need for additional services for this student? No

If so, please specify these services and indicate if a conference is needed to arrange these services. _____

Please return to the special services coordinator by 10/10/88 **Thank you!**

[1]Adapted from Albright, L. (1986). *Vocational education for the disadvantaged and handicapped. A guide to program administration.* Arlington, VA: American Vocational Association.

Student self-assessment is something that takes place in most vocational programs, mainly on an informal basis. However, by providing the student with a rating form, like the ones shown in Tables 1 and 2, she/he is given a good source for knowing exactly what is expected in terms of performance. Self-monitoring may be used as a motivational tool in this way.

In addition to saving instructor time, peer rating can have a number of beneficial effects. It has been found that involving students in monitoring procedures serves to enlighten them as to the nature of performance evaluation, and reinforces their own retention of the skill (Erickson & Wentling, 1976).

Summary

This module has presented a variety of guidelines and strategies for monitoring student progress in vocational education programs. Several important considerations, such as areas to assess and personnel responsibilities for monitoring student achievement were discussed, as well as example instrumentation. However, central to the monitoring process are three key principles:

1. Assessment and monitoring procedures must be coordinated between vocational and special services personnel;
2. These procedures must be tied into the student's vocational curriculum; and
3. The procedures employed must be efficient, effective and conducted in a systematic manner.

Student progress data collected during participation in the vocational program are used for making decisions about instruction and special services. However, information gathered about student performance over the course of the program should also be helpful in making decisions about the needs of the student as he/she transitions from the vocational program into other employment and/or training settings (*Module 6*).

References

Albright, L. (1986). *Vocational education for the disadvantaged and handicapped: A guide to program administration*. Arlington, VA: American Vocational Association.

Deno, S. L. (1985). "Curriculum-based measurement: The emerging alternative." *Exceptional Children*, 52(3), 219-232.

Erickson, R. C. & Wentling, T. L. (1976). *Measuring student growth*. Boston: Allyn and Bacon, Inc.

Germann, G. (1983). *Procedural manual: Mainstream consultation*. Unpublished manuscript, Pine County Special Education Cooperative, Sandstone, MN.

Germann, G. & Tindal, G. (1985). "An application of curriculum-based assessment: The use of direct and repeated measurement." *Exceptional Children*, 52(3), 244-265.

Safarik, L. (1987). *Monitoring student progress. Module 5 of the field-test version of the curriculum-based vocational assessment training program*. Long Beach, CA: California State University, Long Beach, Bureau of Employment-Related Education and Training for Special Populations.

Sarkees, M. D. & Scott, J. L. (1985). *Vocational special needs* (2nd ed.). Alsip, IL: American Technical Publishers, Inc.

Assessment of Students with Handicaps in Vocational Education: A Curriculum-Based Approach

Establishing a Curriculum-Based Vocational Assessment Process **1**

Understanding Curriculum-Based Vocational Assessment: Purposes and Characteristics **2**

Placing Students in Vocational Education Programs **3**

Planning a Student's Vocational Education Program **4**

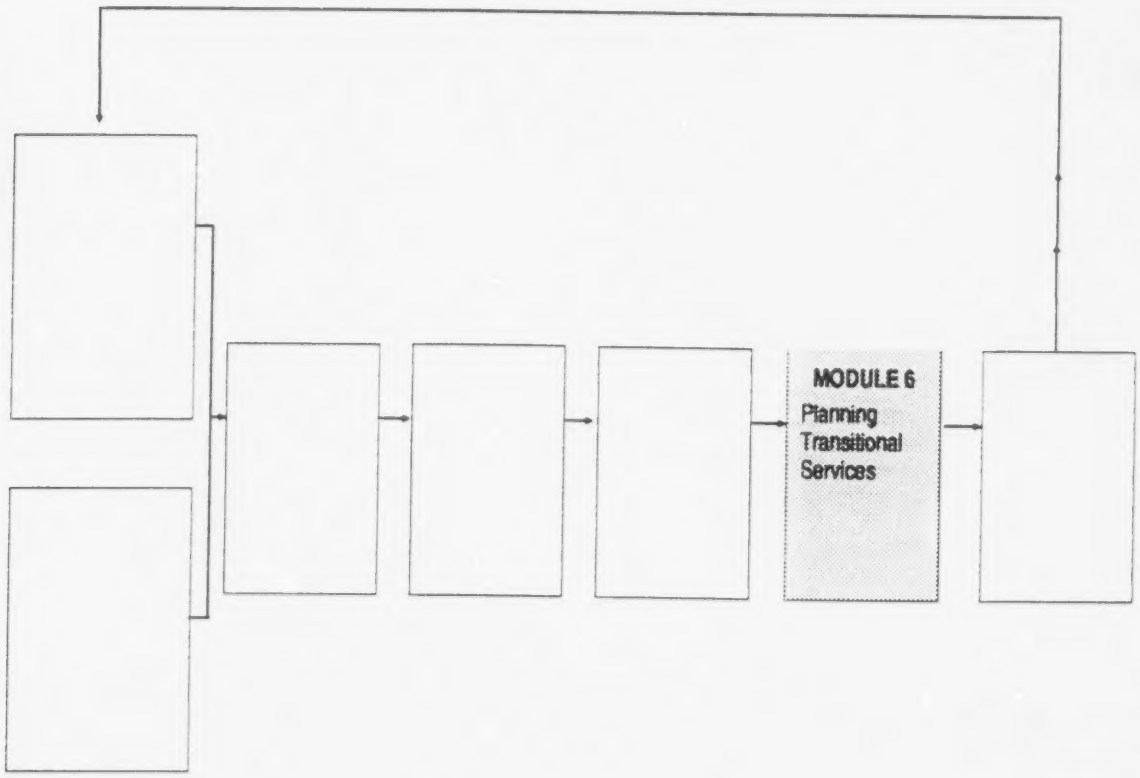
Monitoring a Student's Progress in the Vocational Education Program **5**

Planning Transitional Services **6**

Evaluating the Curriculum-Based Vocational Assessment Process **7**

Assessment of Students with Handicaps in Vocational Education: A Curriculum-Based Approach

Module 6



Planning Transitional Services

Module #6

Assessment of Students with Handicaps in Vocational Education: A Curriculum-Based Approach[1,2]

Prepared by

Leonard Albright
California State University, Long Beach

and

R. Brian Cobb
Colorado State University

[1]This module and the companion training modules are published by the American Vocational Association, 1410 King Street, Alexandria, VA 22314.

[2]The materials developed for this training system were made possible through a special projects grant from the Office of Special Education and Rehabilitative Services, United States Department of Education (G008630057). However, no endorsement by the U.S. Department of Education should be inferred.

Copyright © 1988 LEONARD ALBRIGHT AND R. BRIAN COBB, Garden Grove, California. All rights reserved. No part of this publication may be stored in a retrieval system, transmitted, or reproduced in any way, including but not limited to photocopy, photograph, magnetic or other record, without the prior agreement and written permission of the authors.

Table of Contents
Module #6

	Page
Goal and Competencies	1
Introduction	2
Definitions and Considerations	3
Figure 1: Transitional Pathways	5
Transitional Assessment and Planning Process	6
Placement/Planning	6
Monitoring/Evaluation	9
A Case Illustration	10
References	13

Module 6
Planning Transitional Services

GOAL:

Upon completion of this module, you will gain an understanding of the knowledge and skills necessary to determine the transitional service needs of individual vocational education students, and the overall effectiveness of the transition services provided to those students.

COMPETENCIES:

In order to conduct transitional services assessment and planning, you should demonstrate:

1. Knowledge of the transitional services mandates in federal vocational and special education legislation;
2. Understanding of how to assess the nature and intensity of individual student transitional service needs;
3. Understanding of the role of transitional assessment in the development of an individualized transition plan;
4. Knowledge of the different transitional service paths that students may follow in moving from school to work or further education; and
5. Understanding of the specific questions that circumscribe transitional assessment activity.

Introduction

Responding to the transitional services needs of students with handicaps who are nearing completion of their vocational education program is a relatively new consideration in high school service delivery. This priority evolved from a number of follow-up studies (c.f. Hasazi, Gordon, & Roe, 1985; Mithaug, Horiuchi, & Fanning, 1985; Wehman, Kregal & Seyfarth, 1985) indicating that, as a general rule, students with handicaps face a very uncertain employment future upon exit from high school, much more so than their non-handicapped counterparts. Thus, a movement has gained momentum since the mid-1980s to place at least some of the responsibility on the public schools to help assure that students with handicaps move into postsecondary education, training, or employment as smoothly and expeditiously as possible.

Indeed, both special and vocational education legislation passed in the 1980s (P.L. 98-199 and P.L. 98-524 respectively) contained language addressing transitional service needs, and specifying a range of potential options for responding to those needs. In particular, Section 204(c) (4) of the Carl Perkins Vocational Education Act states that every student with a handicap who enrolls in a vocational education program must receive:

> ". . .Counseling services designed to facilitate the transition from school to post-school employment and career opportunities."

Similarly, the transition initiatives contained in special education legislation (P.L. 98-199) have contributed to a substantial reshaping of the secondary special education curriculum around the country to include such services as job development, placement, training, and follow-up services for students exiting the public schools (Cobb, Hasazi, Collins, & Salembier, 1988; Renzaglia, 1986).

When organizing transitional services for students with handicaps who are graduating from vocational education programs, several important questions or considerations must be addressed:

1. What is the range of transitional services that will be routinely available for all students with handicaps as they near exit from school?
2. Which school or community agency (special or vocational education, vocational rehabilitation or developmental disabilities) will take responsibility for providing these transitional services?

3. How will the provision of these services be coordinated across these agencies?
4. Depending on a student's unique needs and handicapping condition, how will the nature and intensity of these transitional services be determined?

Answers to the first three questions largely reflect local policy decisions regarding service delivery specification and coordination. The answer to the fourth, however, requires an assessment process. Once again, curriculum based processes appear to be most responsive to determining the nature and intensity of individual transitional services. The "curriculum" in this case is the community context in which the student will be functioning, either postsecondary education or training, or competitive, transitional, or supported employment.

This module contains three parts. The first part will begin with a discussion of some of the definitions and considerations associated with community placements in either education, training, or work. The second part will review a transitional services assessment model (Cobb & Danehey, 1986), which is consistent with the curriculum based measurement assumptions outlined in *Module 2* of this series of training modules, and with the assessment concepts and purposes contained in *Modules 3, 4*, and *5*. Finally, a case study will be provided to clarify transitional assessment activity in the overall service delivery structure.

Definitions and Considerations

For vocational education students with handicaps who are exiting from the schools, the outcomes upon graduation would appear to be that they should be in further education, employment training, work, or some combination of these three. Many students are likely to want to go on to postsecondary education programs such as in vocational-technical institutes, community or junior colleges, private proprietary schools, or universities. Similarly, other students may wish to be enrolled in vocational training programs, such as apprenticeships, JTPA training programs, or corporate training programs. Finally, other students will want to be employed, either full- or part-time, in some form of competitive, transitional, or supported work option. Regardless of the type and severity of a student's handicap, the full range of these post-school options ought to be made available. Several states, for example, have model programs at two-year and four-year colleges in which students with severe physical and mental handicaps receive academic, social skills, and employment training within the college

environment. The point here is that constraints on the availability of post-school options for the full range of exiting students with handicaps are defined not by lack of student abilities, but by local policy, fiscal pressures, and underdeveloped services coordination across agencies.

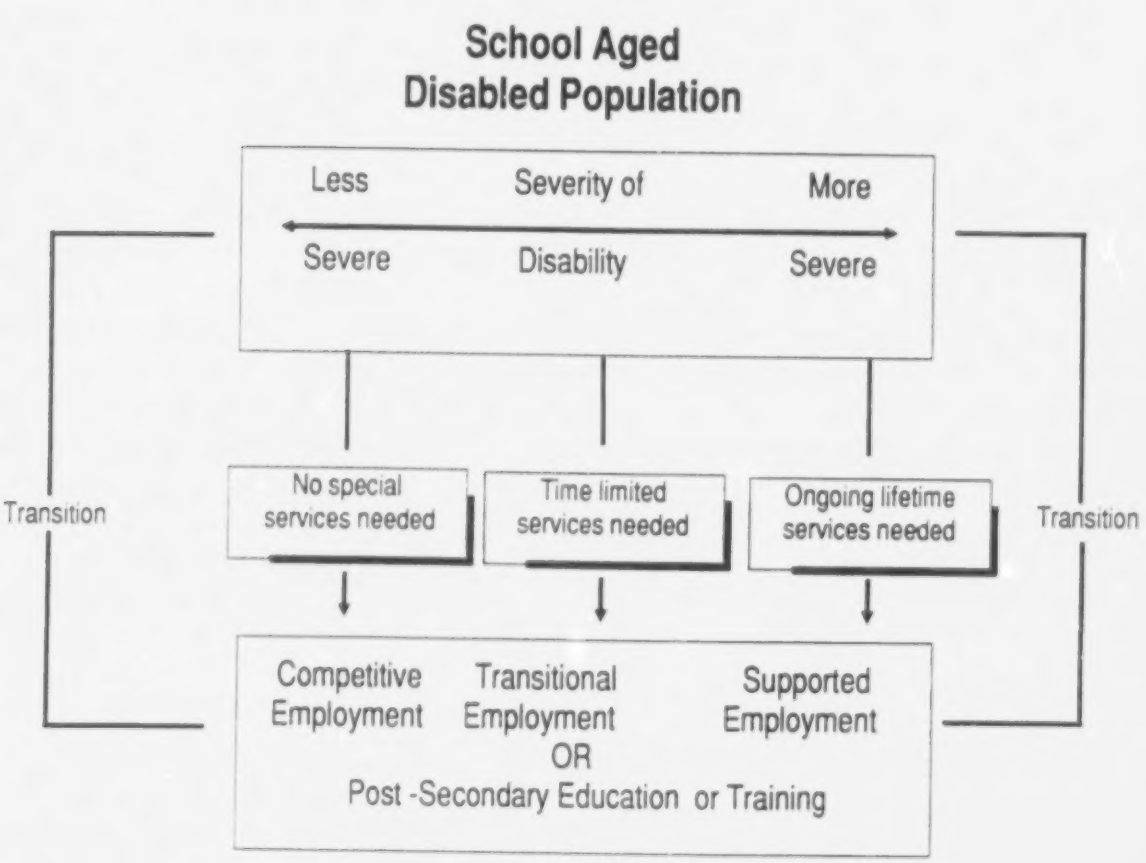
Gains have been made in recent years, however, especially in the difficult area of services coordination. The transitional service delivery issues associated with student movement from school to post-school environments have been articulated by Will (1984), and can be broadly categorized into three transitional paths. Figure 1 displays those three paths and highlights the service delivery and assessment issues in terms of the need for, and intensity of services after a post-school option for a student has been identified and selected.

The first path, "no special services," would typically apply to students with mild handicaps who participated in vocational education programs and who leave the school system with competitive employment, or further education or training firmly in their grasp. These students would require no special services from either special or vocational education, or adult services agencies such as vocational rehabilitation. However, they may still utilize generic community services such as Job Service, or other community agencies in whatever endeavor they may have chosen.

The second path, "time-limited services," would involve the planning at the secondary level for the provision of short-term assistance at the adult services level for a wide range of vocational education graduates with mild to moderate disabilities. Again, these students would find themselves in post-secondary education or training, or in transitional employment. Transitional employment is placement on a job with whatever direct support which might be necessary to ensure success in that position. This support is anticipated to be short-term, however, usually for several weeks to several months in duration. Adult services agencies such as vocational rehabilitation, community mental health agencies, and JTPA programs provide these kinds of services.

Finally, "ongoing services" would potentially be appropriate for those students graduating from vocational education programs who were more moderately to severely handicapped. Transitional services for these individuals would again share a common goal of post-secondary education or training, or supported employment. Supported employment involves the provision of the same types of services as in transitional employment, except that they are envisioned to last indefinitely, or for as long as they are needed by the individual. This "open-ended" plan for service delivery

Figure 1: Transitional Pathways



Adapted from Will, M. (1984). *Bridges from school to working life: Programs for the Handicapped.* Washington, D.C.: U.S. Department of Education, Office of Information and Resources for the Handicapped.

precludes the use of some agencies such as vocational rehabilitation or JTPA programs, since these agencies can only take individuals into their programs for fixed amounts of time. However, a number of supported employment agencies, such as community mental health/mental retardation programs, developmental disabilities programs, or Association for Retarded Citizens programs provide such services, frequently in collaboration with vocational rehabilitation agencies.

Transitional Assessment and Planning Process

Clearly, decisions about the selection of a particular transitional path for each student, the nature of the transitional services to be provided, and who will be responsible for providing those services require an individualized process involving assessment and cooperative planning. The remainder of this module will highlight a process for transitional assessment and planning. This process could be cooperatively implemented between vocational and special education at the school level, and adult services agencies at the community level, to adequately address the transitional service needs of students who are leaving the public schools. The transitional services assessment and planning process can be broken into placement/planning, and monitoring/evaluation functions.

Placement/Planning

Transitional assessment for the purpose of placement/planning addresses three major considerations:

1. In which outcome(s) [either postsecondary education, training, or employment] will the student be functioning upon graduation?
2. Which transitional path reflects the level of support the student will likely require to successfully integrate into that outcome?
3. What services will the student require at his/her selected option?

Regarding the first major consideration, several assessment questions should guide the process:

1. What are the student's aspirations? How realistic are they?
2. What are the parents' major concerns and future expec-

tations for their son or daughter?

3. What are the available options from which the student could choose?
4. To what extent is the student likely to be engaged in a combination of options?

To determine student aspirations, parent expectations, and the likelihood for a combination of education, training, and work, the assessment process would involve ongoing dialogue between special and vocational education personnel on the one hand, and the student and his/her parents or guardians on the other. One important activity involves a review of cumulative data that have been maintained on the student through his/her vocational education experiences. These data are often reported in the form of student competency profiles. For examples of these cumulative reporting forms, see *Module 10* in Sarkees and Scott (1985).

Dialogue among special and vocational personnel, student and parents, could and should take place in the development and monitoring of the Individualized Transitional Plan (ITP). The ITP has been adopted in many states as an integral component of the Individualized Educational Program (IEP) and provides an opportunity for educational personnel and families to jointly plan for the future beyond school. To find out the ITP format for your district or state, you should contact the secondary consultant in your district's special education department.

Similarly, vocational education personnel can help to focus a student's aspirations and parental expectations through their participation in the ITP process, as well as through individualized career guidance and counseling provided as their response to the mandate in the Perkins Act. While a number of standardized instruments for determining career interests have been developed specifically for students with handicaps [e.g., The Reading-Free Vocational Interest Inventory; The Vocational Interest and Sophistication Assessment; The Self-Directed Search (revised version)], it is likely that the most useful information about post-school interests and service needs will be derived from interviews, from cumulative data that have been maintained on the student during his/her vocational education program (Sarkees & Scott, 1985), and from direct observations of the student in community-based, work experience settings.

To determine the options available for a student who is finishing school would again require a thorough understanding of the student and his/her strengths and limitations, as well as a knowledge of the adult service agencies providing support, and the job opportunities in the community. Clear-

ly, special education personnel would take the primary role in determining the types of agencies which could provide support to the student, and in connecting the student to those agencies. Vocational education support personnel could play an important role in helping the student understand the job opportunities in the community, as well as connecting the student with potential employers in a manner similar to the informal connection provided through cooperative vocational education experiences.

To address the second major consideration, which is determining the appropriate path a student would follow in the transitional process, several different assessment questions must be addressed:

1. How well does the student's employment or educational history while in school assist in identifying the services will be required in his/her community placement? For example, if the student worked part-time while in school, it is likely that his/her employment record can provide important information about how much support may be required to support his/her full time job.
2. How well will any identified service needs be provided generically in the community, or by the family/friend network?

Again, the ITP process should provide the mechanism by which educational personnel and families can determine the extent of support a student might require in whatever endeavor he/she may enter into upon leaving school. No standardized instrument can determine this level of support, since it will vary for an individual student depending on the choice he/she selects. For example, a student may be capable of performing the duties of one particular job with very little follow-up support, but may need much more support for a job with greater demands and more difficult work routines. Ultimately, the intensity of support a student will need in a post-school placement can be validly assessed only through a situational assessment process—namely, putting the student in that environment and determining support levels through direct observation of performance (Gaylord-Ross, 1986).

It should be evident that determining the exact nature of the services to be provided, the third major consideration outlined on page 6, must also be the product of a situational assessment.

The specific assessment questions to be addressed here are:

1. What agencies exist that can provide an entire range of transitional services?

2. Which of these agencies can deliver the specific services that this individual student requires, and for the duration of time initially projected?
3. What types of community associations exist which could be enlisted for aid if advocacy is needed?

Determining the nature of services to be provided requires a thorough understanding of the agencies in the community which can provide those services, and fixing responsibility for delivering those services prior to the student leaving the school environment. By and large, special education personnel should take the lead in determining this fixed point of responsibility, although in some employment and vocational training situations, vocational education personnel can provide valuable assistance.

To conclude, the most difficult issue with which school personnel must grapple is balancing the potentially legitimate service needs of an individual beyond what is generically available in the community with the equally likely alternative to "over-program" specialized services for the student. Young adults leaving the public schools must be given the opportunity to assume greater responsibility and risks for their lives. It seems likely that the single most important function of school personnel in transitional assessment and planning would be their informed, sensitive and professional judgment at this point.

Monitoring/Evaluation

Special education and vocational education personnel need to engage in monitoring and evaluation procedures to assess the impact of their transitional services. Specifically, the judgments made about the nature and intensity of services required by students with handicaps need to be reviewed for their appropriateness. It is unreasonable to expect school personnel to take responsibility for monitoring the quality of individual services provided by adult services providers. However, school personnel should have some notions of the overall effectiveness of different agencies at the adult level, so that they can make judgments and recommendations to future graduating students and their parents about which agencies can be counted on to provide high-quality services.

The primary method(s) which can be used to assess effective school-based and community-based transitional services would be follow-up interviews, both formal and informal, of former students, employers, and adult services providers. Typically, questions on such a follow-up interview could

focus on satisfaction with school, use of adult services, status of employment, utilization of further vocational training programs, future job goals, and general satisfaction with community living arrangements. The framework in *Module 7* for evaluating the overall CBVA system should also provide important information about the quality of transitional services.

A Case Illustration

The following hypothetical case example may help to clarify how transitional service assessment and planning might be delivered:

> David is a 19 year-old, mildly mentally retarded student enrolled in his final year of a Building Trades Program at a secondary, regional vocational center. His program was modified significantly to include intensive training in the areas of roofing, sheathing application, and flooring installation, along with general framing content. During the Fall semester, the vocational special needs teacher (VSNT) responsible for transition worked with the cooperative education coordinator at the center and identified a local contractor who was willing to hire David, given assurances that he could perform the work. David and his parents were interviewed and agreed that he would like to work as a carpenter. David's vocational teacher indicated that he believed David could perform well at the job, given initial support to make the transition from a building trades classroom to an actual job site.
>
> A transition plan had been developed for David during his sophomore year in school. In it, goals and objectives relative to work, community-living, social skills, and leisure and recreational activities were targeted. The work component of the transition plan had focused on construction work as a priority training area for David, and he was placed in the building trades program in response to that interest. The transition plan also included a recommendation that David be placed in, and be receiving support at a full-time, permanent job upon his graduation from high school. Now it was time to implement the final assessment and planning component of the transition plan.
>
> To begin this final component, David was placed in a modified cooperative work education (CWE) program at his future job site during the Spring semester. He initially attended the building trades class in the morning, and was at the job site during the afternoon. As the semester progressed, David spent increasing amounts of time at the job site, such

that by the end of the semester, he was working there full-time.

The arrangement made with the employer was especially conducive to gradually integrating David into his work routine. First, the VSNT negotiated the initial work routine with the employer, and learned the tasks over the span of several days. David was then brought to the work site, shown the work routine and asked to perform each of the tasks. The VSNT observed which tasks David could do, and those which required further training. He then developed an instructional program, focusing on those skills that needed further development, using a behavior analytic approach to the training. Data were kept each day on David's improvement with each of the tasks, and all tasks in the work routine were performed to the employer's expectations, either by David alone, or by a combination of efforts by both David and the VSNT. David received his negotiated, entry-level salary for the hours he worked, and the employer had his work completed.

By the end of the school year, David was nearly able to work independently and at normative standards. At that time, a job coach was contracted through the resources of the local vocational rehabilitation office. The job coach continued to work with David, gradually fading his presence through the summer. Then, a follow-up, follow-along schedule was negotiated with the employer which continued to assure a supportive environment until David was totally independent.

The case study describes a service delivery process, but it also describes how curriculum-based vocational assessment functions within that process. Assessment for placement in the construction job was made through interviewing and reviews of prior performance. Assessment for planning transitional services occurred by observing David's performance on the job and identifying the discrepancy between industrial standards and that performance. Monitoring and evaluating David's progress was accomplished through direct observation of his work and through informal interviews with David and his employer to determine each individual's satisfaction with the placement. *Module 7*, which follows this module, provides additional information about how the evaluation process can work.

References

Cobb, R. B. & Danehey, A. (1986). "Transitional vocational assessment." *The Journal for Vocational Special Needs Education*, 8(2), 3-7, 12.

Cobb, R. B. , Hasazi, S. B., Collins, C. M., & Salembier, G. (1988). "Preparing school-based employment specialists." *Teacher Education and Special Education*, 11(2), 64-71.

Gaylord-Ross, R. (1986). "The role of assessment in transitional supported employment." *Career Development for Exceptional Individuals*, 9(2), 129-134.

Hasazi, S. B., Gordon, L. R., & Roe, C. A. (1985). "Factors associated with the employment status of handicapped youth exiting high school from 1979 to 1983." *Exceptional Children*, 51, 455-469.

Mithaug, D. E., Horiuchi, C. N., & Fanning, P. N. (1985). "A report on the Colorado statewide follow-up survey of special education students." *Exceptional Children*, 51, 397-404.

Moon, M. S. and Beale, A. B. (1985, Summer). "Vocational training and employment guidelines for parents." *Transitional Summary*. Washington, DC: National Information Center for Handicapped Children and Youth.

Renzaglia, A. (1986). "Preparing personnel to support and guide emerging contemporary service alternatives." In F. R. Rusch (Ed.), *Competitive employment issues and strategies*. Baltimore: Paul H. Brooks.

Sarkees, M. D., & Scott, J. L. (1985). *Vocational special needs* (2nd ed.). Alsip, IL: American Technical Publishers.

Wehman, P. , Kregel, J., & Seyfarth, J. (1985). "Transition from school to work for individuals with severe disabilities: A follow-up study." In P. Wehman, & J. Hill (Eds.). *Competitive employment for persons with mental retardation: From research to practice*. Richmond: Virginia Commonwealth University, Rehabilitation Research and Training Center.

Will, M. (1984). *Bridges from school to working life: Programs for the Handicapped*. Washington, DC: US Department of Education, Office of Information and Resources for the Handicapped.

Assessment of Students with Handicaps in Vocational Education: A Curriculum-Based Approach

1. Establishing a Curriculum-Based Vocational Assessment Process
2. Understanding Curriculum-Based Vocational Assessment: Purposes and Characteristics
3. Placing Students in Vocational Education Programs
4. Planning a Student's Vocational Education Program
5. Monitoring a Student's Progress in the Vocational Education Program
6. Planning Transitional Services
7. **Evaluating the Curriculum-Based Vocational Assessment Process**

BEST COPY AVAILABLE

Evaluating the Curriculum-Based Vocational Assessment Process

Module #7

Assessment of Students with Handicaps in Vocational Education: A Curriculum-Based Approach[1, 2]

Prepared by

Leonard Albright
California State University, Long Beach

and

R. Brian Cobb
Colorado State University

[1]This module and the companion training modules are published by the American Vocational Association, 1410 King Street, Alexandria, VA 22314.

[2]The materials developed for this training system were made possible through a special projects grant from the Office of Special Education and Rehabilitative Services, United States Department of Education (G008630057). However, no endorsement by the U.S. Department of Education should be inferred.

Copyright © 1988 LEONARD ALBRIGHT AND R. BRIAN COBB, Garden Grove, California. All rights reserved. No part of this publication may be stored in a retrieval system, transmitted, or reproduced in any way, including but not limited to photocopy, photograph, magnetic or other record, without the prior agreement and written permission of the authors.

Assessment of Students with Handicaps in Vocational Education: A Curriculum-Based Approach

Module 7

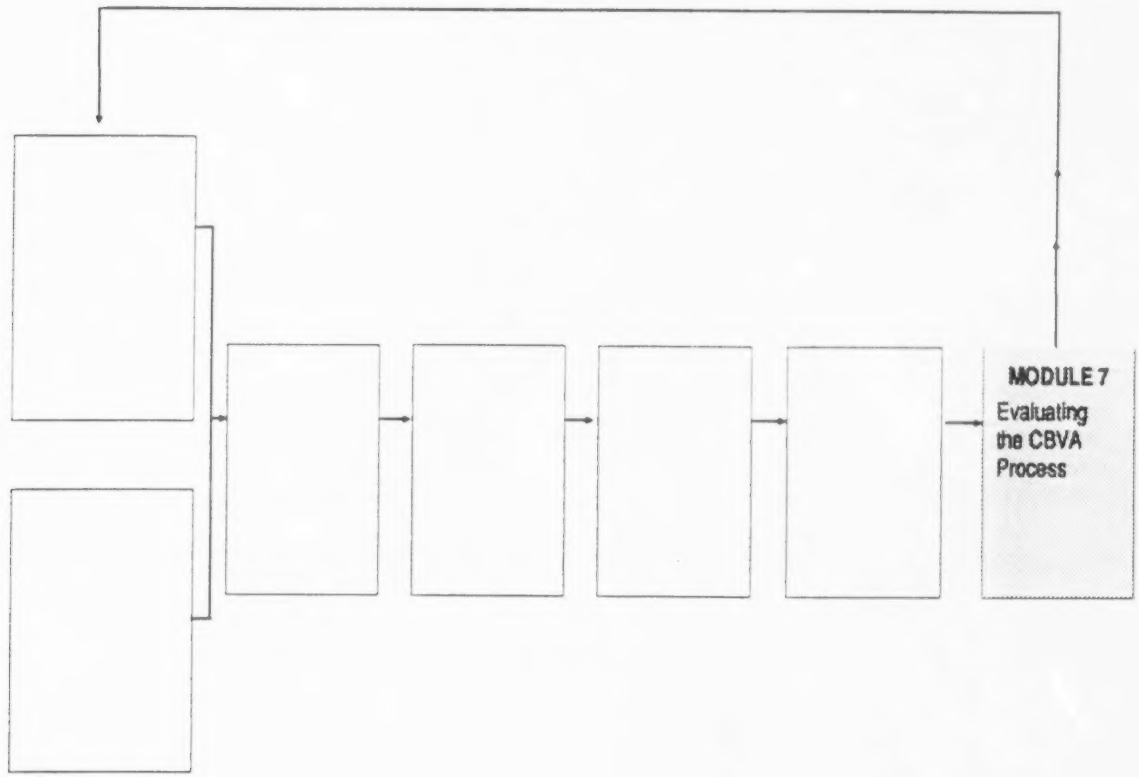


Table of Contents
Module #7

	Page
Goal and Competencies	1
Introduction	2
Purpose	2
Procedures	3
Step 1: Organize Evaluation Team	3
Team Size and Composition	4
Step 2: Focus the Evaluation	5
Team Orientation Activity	5
Establish Key Questions and Concerns	5
Identifying Sources of Information	5
Table 1: Major Sources of Information	6
Prepare an Evaluation Work Plan	7
Step 3: Conduct the Evaluation	7
Use of Multiple Information Sources	7
Instrument Selection and/or Development	7
Coordination of Data-Collection Tasks	8
Table 2: Guidelines for Developing Evaluation Instruments	9
Step 4: Prepare CBVA Evaluation Report	10
Dissemination and Use of Evaluation Results	10
References	11
Example Document #1: Sample CBVA Evaluation Instrument	13
Example Document #2: Evaluation Work Plan	17
Example Document #3: CBVA Evaluation Reporting Format	21

Module 7
Evaluating the CBVA Process

GOAL:

The information and guidelines in this module will assist you and district team members in evaluating the efficiency and effectiveness of the CBVA process in providing appropriate vocational education and support services to handicapped students.

COMPETENCIES:

As a result of completing this module, you and your team members will:

1. Identify the central evaluation questions for each component or stage of the CBVA process;
2. Determine the sources for obtaining information to address the evaluation questions;
3. Specify the methods and timelines to be used in collecting and reviewing evaluative information;
4. Involve key personnel in the evaluation activities; and
5. Prepare an improvement plan for the CBVA process based on the results of the evaluation.

Introduction

The information and activities provided in *Modules 1-6* were designed to aid local school personnel in establishing a curriculum-based process for assessing student needs in vocational education programs. *Module 1* provided a set of steps to follow in establishing a CBVA process in your district or agency. Basic information about CBVA and this training program was offered in *Module 2*.

Important guidelines and strategies for implementing CBVA procedures were described in *Modules 3-6*. More specifically, *Modules 3* and *4* focused on assessment practices used for student placement and program planning purposes. While this initial level or stage of assessment is critical, procedures for monitoring student progress in a vocational setting must also be in place to insure that appropriate services are being provided to the student. Such procedures were contained in *Module 5*. Equally important are assessment activities which help in determining the services needed by the student to make a successful transition from the vocational education setting to the workplace and/or an advanced training program. Transitional assessment functions were the focus of *Module 6*. Collectively, then, the information presented thus far in the module series establishes a CBVA process for students at three important points:

1. Prior to entry into specific vocational programs;
2. During their participation in vocational instruction; and
3. Upon exiting from the program to work and/or further training.

Purpose

The intent of this module is to provide a set of procedures for evaluating the CBVA process that you have been developing through this training program. In contrast to the preceding modules, this module requires you to shift gears; from a focus on organizing specific assessment activities within the CBVA process to a retrospective examination of how the process is now organized and functioning in your school or agency. Such examination should be helpful in determining how extensive the local assessment process is and in pinpointing particular strengths and weaknesses of the process. One important outcome of this activity is to design a plan for improving the existing CBVA process based upon the findings from the evaluation.

Procedures

The evaluation of a newly installed CBVA process essentially involves a series of steps or procedures which examines how efficiently and effectively the assessment process is being implemented in an educational setting. The basic question addressed through this type of progress evaluation is "How are we doing in implementing this program?" (Albright, 1986; Wentling, 1980). The steps that follow provide a pathway for answering this question, as well as other more specific concerns related to the CBVA process.

Step 1: Organize a CBVA Evaluation Team

The formation of a team to evaluate the local CBVA process is recommended. Several reasons for mounting a team effort include:

1. Many different audiences are involved in and/or affected by a CBVA process, such as counselors, special needs resource personnel, vocational teachers, administrators, students and parents. The input of key representatives from these audiences or groups is necessary for obtaining a balanced picture of the CBVA processes in a local setting.
2. The team approach capitalizes on the special skills of each member. Guba and Lincoln (1981) note that the sharing of responsibilities for the evaluation among team members enables the special talents and interests of each member to come forth. For example, whereas one member may be especially skilled in interviewing, other members may be particularly skilled in planning the overall evaluation and/or in analyzing and interpreting information. This collective venture tends to avoid the pitfalls of expecting one person to be skilled in all phases of an evaluation effort.
3. A team approach permits the use of multiple data or information collection strategies within a reasonable time frame. That is, by dividing up the evaluation responsibilities, the workload is shared and more work is likely to be accomplished in a shorter period of time than if one person was given the sole responsibility for doing the evaluation.

4. Lastly, the involvement of multiple audiences in the evaluation effort is likely to enhance its credibility and use (Joint Committee on Standards for Educational Evaluation, 1981). Since a CBVA process requires coordinated service delivery among personnel from various audiences, these audiences need to be considered in all phases of the evaluation; from initial planning of the evaluation through the development and implementation of a program improvement plan.

Team Size and Composition

To insure maximum productivity, the team should consist of three (3) to six (6) members. In addition to the person who has the designated responsibility for managing the local CBVA process, representatives from at least two of the groups listed below should be on the team:

1. Vocational education faculty;
2. Special education personnel responsible for management of IEPs for vocational students;
3. Vocational counselors;
4. Students;
5. Parents; and
6. Adult service providers (e.g., rehabilitation services personnel).

The selection of key personnel to serve as members should, of course, be determined within the local program setting. However, when selecting team members, three important considerations are:

1. Their level of involvement in and commitment to the CBVA process;
2. Their interest and skills in planning, conducting and using the results of the evaluation; and
3. Their relative position (formal and informal) in effecting change within the local district.

Finally, as to whom should serve as the team leader, the person responsible for managing the local CBVA process is the most logical choice. If, however, there exists a serious concern about the potential of biasing the evaluation by having this person head the team, then the selection of another team member may be desirable.

Step 2 : Focus the Evaluation

Once team membership is finalized, then the team meets to specify or "focus" the evaluation. This focusing activity involves a series of decisions about what needs to be evaluated, how and when the evaluation will be conducted and who will be involved in this effort (Brinkerhoff, Brethower, Hluchyj & Nowakowski, 1983).

Team Orientation Activity

Before the team can begin to focus the evaluation, the members must first have a common understanding of how the CBVA process is organized within the district. To achieve this mutual understanding, the manager of the local CBVA process should present an overview of how CBVA is presently organized. This presentation would include information about the various purposes of assessment, when and what types of assessment activities occur, and which personnel conduct these assessments. The CBVA Implementation Guide shown in Table 3 of *Module 2* could be adapted for this presentation.

Establish Key Questions and Concerns

The focusing decisions occur following a presentation and team discussion of the local CBVA process. While the overall purpose of the evaluation is to determine how well the local process is operating, specific questions and areas of concern within each of the major stages of a CBVA process should be considered as part of the evaluation plan. Example Document #1 provides a series of sample content items to examine in a review of each CBVA stage, as well as a format team members could use in summarizing their findings. Additional content items for each CBVA stage could be generated by reviewing the information offered in *Modules 1-6*.

Identify Sources of Information

After establishing the key questions and concerns for the evaluation, decisions need to be made about how and where relevant information can be obtained to answer these key items. Table 1 identifies four major sources of information and some techniques available for collecting this information. These general sources should be adapted by the team in specifying their information sources and techniques. Additional tips about selecting

Table 1: Major Sources of Information[1]

Source	Techniques	Types to Consider
1. People	• Conversation (face-to-face, telephone) • Structured interviews • Questionnaires	• Those who are held accountable for outcomes (e.g., head of assessment services, administrator of vocational education) • Those directly involved in planning and/or delivering assessment services (e.g., vocational and special education teachers, counselors) • Those who are to benefit from services (e.g., teachers, students, parents)
2. Performance data	• "Eyeballing" student assessment data • Observation • Interview • Content analysis of student assessment and progress reports	• Reports on student placement, progress and achievement in vocational education • Observations of performance
3. Documents	• Counting numbers of documents (e.g., letters sent to students with handicaps and parents about options in vocational education) • Content analysis of student program plans and progress reports • Assessing quality of printed materials	• Reports • Proposals • Student program plans (e.g., IEP and ITP documents) • Student assessment charts
4. Context (the setting)	• Observe • Interview key informants • Read reports	• Facilities • Schedules • Organizational plans • Attitudes of personnel • Formal and informal power structures

[1]Adapted from Brinkerhoff, R.O., Brethower, D.M., Hluchyj, T., & Nowakowski, J.R., (1983). *Program evaluation: A practitioner's guide for trainers and educators*. Boston: Kluwer Nijhoff Publishing.

Prepare an Evaluation Work Plan

The last activity in focusing the evaluation is to formulate a work plan for the evaluation. This document is to serve as a summary of the important focusing decisions made by the team members. Also included in this work plan is a listing of timelines for completing the evaluation and the personnel responsible for various activities. Example Document #2 contains an illustration of an evaluation work plan.

Step 3: Conduct the Evaluation

The evaluation work plan should serve as the team's guide for conducting the evaluation. Since this work plan lists the activities which need to be completed by each team member within a designated time frame, each member should have a copy of the work plan. Moreover, the chairperson of the committee can use this document to monitor the progress of the evaluation.

The remainder of this section provides additional tips to consider in organizing and conducting the evaluation.

Use of Multiple Information Sources

A recommended evaluation practice is to use more than one source to verify pertinent information (Maher & Bennett, 1984). For example, in examining the adequacy of established procedures for providing transitional services, multiple sources such as conversations with selected vocational teachers, adult service providers and students and a document review of a sample of transitional service plans may be appropriate. By checking more than one source in your review, a more complete and accurate accounting of the CBVA operation can be obtained. Such practice is especially important in a review of a CBVA process; a process which is based on coordinated service planning and delivery among a host of players (e.g., teachers, secondary and adult service providers, counselors, parents, students and administrators).

Instrument Selection and/or Development

In order to collect the information necessary, the team will likely need to select or develop specific data collection instruments. If, for example, the team wants to survey a sample of vocational teachers to determine their understanding of and involvement in monitoring student progress (*Module 5*), then a survey instrument may need to be developed. In order to avoid lengthy and unnecessary developmental work, invest some time in checking whether similar instruments already exist within the district or are available through other sources such as in like programs in other districts or agencies, libraries and resource centers.

If, however, a specific instrument or instruments need to be developed by the team, special attention needs to be given to validity and accuracy matters. The guidelines shown in Table 2 illustrate the steps commonly used in instrument development.

Coordination of Data-Collection Tasks

To ensure that the team members collect the necessary information in an appropriate manner, a team meeting should be held to clarify this important function. The topics to be covered at this meeting are:

1. Data collection instruments and procedures;
2. Obtaining access to information sources; and
3. Timeline for completing data collection activities.

Discussion about data collection instruments and their use should provide team members with an understanding of how to use the instruments and record pertinent data.

In particular, however, special attention must be given to "access to data" considerations. Making arrangements for interviews with various school personnel, access to pertinent documents (e.g., student assessment reports, IEPs), and procedures relative to observing assessment services and practices are three important pieces of information for the team members. Finally, the timeline for completing data collection activities needs to

Table 2. Guidelines for Developing Evaluation Instruments[1]

Developing Your Own Instrument

1. List **specifications** for the instrument.

Content	What items should it address?
Precision	How precisely and surely must it measure? What kinds of decisions will depend on the data produced?
Language Requirements	Will the instrument be read by 4th graders or Ph.D. candidates? Handicapped persons? Bilingual persons?
Analysis Planned	Machine scoring? Special coding? Analysis along with other instruments?
Demographic Data Needs	How much will the instrument need to record information about respondents themselves or the administration setting?

2. Clarify the **conceptual design/basis** for the instrument. An instrument shouldn't be a haphazard collection of items and directions. It needs a conceptual design—the "glue" that hangs it together. Some examples are:
   - "Respondents will be asked to recollect their initial ability levels before the workshop, then rate their growth on each of the several workshop objectives."
   - "The six typical behavior problems will be presented and respondents will outline a proposed treatment strategy. Responses will be scored according to how well respondents incorporate Schwartzian theory."
   - "The questionnaire will list many resources, some of which the agency has disseminated. Then, it will ask people to check those they use most often."
3. **Block out** ("blueprint") the instrument. Outline the major sections, where you'll want directions, how many items you want for each objective, etc.
4. Produce a **draft** of the instrument.
5. Get the draft **reviewed**. Have it checked for ease of reading and clarity, content, technical flaws (e.g., dual stems, overlapping response categories).
6. **Revise** the draft (Note: the more often you do this and Step 5, the better it will get).
7. **Try out** the instrument to be sure it has sufficient reliability and validity for your needs.
8. **Revise** again, and try-out again until. . . .

[1]Adapted from R.O. Brinkerhoff, D.M. Brethower, T. Hluchyj, & J.R. Nowakowski (1983). *Program evaluation: A practitioner's guide for trainers and educators* (pp. 97-98), Boston: Kluwer Nijhoff Publishing.

be emphasized, along with the date the team members are to meet to report on their individual findings and prepare a composite team report.

Step 4 : Prepare CBVA Evaluation Report

A team meeting should be scheduled immediately following the deadline established for individual team members completion of data collection and recording activities. The purpose of this team meeting is two-fold:

1. To discuss their individual findings and observations; and
2. To prepare a composite team report which summarizes the major findings and recommends a plan for improving the existing CBVA process.

A sample format for organizing a CBVA evaluation report is shown in Example Document #3.

Dissemination and Use of Evaluation Results

If, indeed, key personnel from the various groups associated with CBVA are involved in organizing and conducting the evaluation, then they are also likely to be the persons who will make maximum use of the evaluation results. However, provisions for communicating the results of the evaluation to other important decision-makers should be considered by the team. Written and/or oral summary presentations to local board members and to the external agency that helps to support local CBVA activities (e.g., state division of vocational education) could prove helpful to the total CBVA effort in the district.

References

Albright,L. (1986). "Program evaluation and generalizable skills instruction." *Journal for Vocational Special Needs Education*, 9(1), 39-41.

Brinkerhoff, R.O., Brethower, D.M., Hluchyj, T., & Nowakowski, J.R. (1983). *Program evaluation: A practitioner's guide for trainers and educators.* Boston: Kluwer Nijhoff Publishing.

Guba, E.G. & Lincoln, Y.S. (1981). *Effective evaluation: Improving the usefulness of evaluation results through responsive and naturalistic approaches.* San Francisco: Jossey-Bass Publishers.

Joint Committee on Standards for Educational Evaluation. (1981). *Standards for evaluations of educational programs, projects, and materials.* New York: McGraw-Hill Book Co.

Maher, C.A. & Bennett, R.E. (1984). *Planning and evaluating special education services.* Englewood Cliffs, NJ: Prentice-Hall, Inc.

Wentling, T.L. (1980). *Evaluating occupational education and training programs.* Boston: Allyn & Bacon, Inc.

Example Document #1
Sample CBVA Evaluation Instrument

Sample CBVA Evaluation Instrument

Team member name:_____

Instructions: Listed below is a series of items to be examined in your review of the CBVA process in our district. After collecting the information needed for each item, please rate each item according to the following numerical code:

1. **Outstanding:** Exceeds stated criteria
2. **Adequate:** Meets stated criteria
3. **Needs improvement:** Does not meet stated criteria
4. **Not present**: No evidence that practice exists
5. **Not applicable**: Does not apply

Assessment stage	Assessment practice	Code #	Comments
Stage 1: Assessment during program placement and planning	Communicating program options (Module 1: Part II) 1. Procedures for communicating vocational education options to students with handicaps and their parents are established and used. These procedures clearly identify: A. what types of information are to be communicated; B. the personnel responsible for communicating this information; and C. the persons who are to recieve this information. 2. Procedures are in place for evaluating the effectiveness of the communicating vocational education options program. Student placement (Module 3) 3. A vocational assessment team assesses the vocational interests and needs of individual students. Student program planning (Module 4) 4. The strategies used for assessing student service needs in vocational education are established and are done in a systematic and individualized manner. 5. The results of these assessments are present in the program plans for individual students.		

Sample CBVA Evaluation Instrument (Continued)

Assessment stage	Assessment practice	Code #	Comments
Stage 2: Assessment during program participation	Monitoring student progress (Module 5)		
	6. Student progress in vocational program is recorded and communicated on a regular basis.		
	7. Student progress information is being used in making decisions about the appropriateness of special services for students with handicaps.		
Stage 3: Assessment near program completion	Transitional service assessment and planning (Module 6)		
	8. Procedures are in place for determining the transitional service needs of individual students.		
	9. Procedures for follow-up of students are in place and completed on a regular basis.		

Summary Observations

1. Please state what you consider to be the major strengths of the CBVA process.

2. Please indicate specific areas within the CBVA process that need improvement.

3. Please list, in order of highest priority, your recommendations for improving CBVA practices.

Priority Area	Recommendations

Example Document #2
Evaluation Work Plan

Evaluation Work Plan

Team members: (Place asterisk* next to name of chairperson)

1. _____ Name
_____ Position

2. _____ Name
_____ Position

3. _____ Name
_____ Position

4. _____ Name
_____ Position

5. _____ Name
_____ Position

6. _____ Name
_____ Position

Evaluation activity	Personnel involved	Completion date
1. Select evaluation team members	• Head of CBVA process and coordinator of vocational special needs services	11/1/88
2. Conduct team orientation and focusing meeting	• Team chairperson	11/15/88
3. Prepare and distribute evaluation work plan to team members	• Team chairperson	11/20/88

Evaluation Work Plan (continued)

Evaluation activity	Personnel involved	Completion date
4. Prepare evaluation instruments	• Two team members will prepare interview guide for use with selected vocational teachers and support service personnel	12/15/88
	• Chair and one team member will prepare evaluation instrument to be used by team members in reviewing CBVA process	12/15/88
5. Team meets to review and finalize collection procedures and timelines	• Team members	12/20/88
6. Individual team members collect evaluative data	• Team members	1/31/89
7. Team meets to review individual findings and prepare a composite report	• Team members	2/5/89
8. Typed copy of composite report is sent to team members for final review and endorsement	• Chairperson for distributing report; team members review and return document to chairperson	2/10/89
9. Final report presented to school board	• Chairperson presents report to school board	3/15/89

241

Example Document #3
CBVA Evaluation Reporting Format

(Report Cover Page)

Evaluation of the

Curriculum-Based Assessment Process

At

_____

(School/Agency Title)

Prepared By

_____ (Name)	_____ (Title)
_____ (Name)	_____ (Title)
_____ (Name)	_____ (Title)
_____ (Name)	_____ (Title)
_____ (Name)	_____ (Title)

Date:_____

Description of Evaluation (2-3 Pages)

I.	Introduction	Identify why the evaluation was conducted, when it was conducted, and the sources and procedures used in collecting evaluative information.
II.	Summary of Major Findings	Describe major strengths and shortcomings of present CBVA process.
III.	Recommendations	State highest priority areas for improvement and suggest how and when these improvements should be accomplished.